DOCUMENT RESUME

ED 472 402 CS 511 834

TITLE	Phonics. Literacy Progress Unit (for Use with Small Groups). Key Stage 3: National Strategy.
INSTITUTION	Department for Education and Skills, London (England).
REPORT NO	DfES-0477/2001
PUB DATE	2001-06-00
NOTE	181p.; See CS 511 825-829 for units optimized for large groups.
AVAILABLE FROM	Department for Education and Skills (DfES), PROLOG, P.O. Box 5050, Sherwood Park, Annesley, Notts NG15 0DJ. Tel: 0845 6022260; Fax: 0845 6033360; e-mail: dfes@prolog.uk.com. For full text: http://www.standards.dfes.gov.uk/keystage3/publications/?template=down&pub_id=1684&strand=generic.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01/PC08 Plus Postage.
DESCRIPTORS	British National Curriculum; Class Activities; Foreign Countries; Phonemes; *Phonics; Secondary Education; *Spelling; Supplementary Education; Units of Study
IDENTIFIERS	England

ABSTRACT

Developed for use in small groups, this unit of study is aimed at helping children in England who have reached Level 3 in English at Key Stage 2 but who may be making errors in spelling, particularly in the area of vowel choices. In this unit, pupils read realistic texts and investigate the spellings of words they find there. While spelling is the explicit focus of each session, the texts read by pupils contain a high count of words containing different representations of the focus phoneme. The unit aims to offer pupils more than a list of item knowledge. It is designed to help pupils to make good use of what they know, by offering them a range of strategies that support the organization, selection and prioritising of information. The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and features a core teaching sequence which promotes active learning. Each 20-minute session is faced-paced and interactive. The unit consists of 18 session plans, plus support material in the form of teacher and pupil sheets. In many cases, exemplar responses are included. Optional assessment material is attached. Appended are weekly overview sheets and tracking sheets. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Key Stage 3
National Strategy

ED 472 402

Literacy Progress Unit
Phonics

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Raising Standards
Standards and Effectiveness Unit

DfEE
Department for Education and Employment

CS 511 834

BEST COPY AVAILABLE

Copies of this document can be obtained from

DfEE Publications
Tel 0845 60 222 60
Fax 0845 60 333 60
Textphone 0845 60 555 60
e-mail dfee@prolog.uk.com

Prolog ref no: DfEE 0477/2001

© Crown copyright 2001
Produced by the Department for
Education and Employment

Reprinted September 2001 with amendments

Extracts from this document may be reproduced
for non-commercial or training purposes on the
condition that the source is acknowledged.

www.standards.dfee.gov.uk/keystage3

www.dfee.gov.uk

DfEE
Department for
Education and Employment

INVESTOR IN PEOPLE

Contents

Introduction to *Key Stage 3 Literacy Progress Units* v
Introduction to *Phonics* xiii

Session plans 1

1 Identifying phonemes 2
2 Digraphs and trigraphs 8
3 The long /ae/ phoneme 14
4 The /ee/ phoneme 34
5 The long /ie/ phoneme 54
6 The /oe/ phoneme 72
7 The /ue/ phoneme 90
8 Revising long vowel choices 108
9 Doubling consonants 118
10 Adding suffixes to words which end in –e 138
11 Suffixes (2) 154
12 The /oi/ phoneme 166
13 The /ow/ phoneme 178
14 The /ar/ phoneme 188
15 The /er/ phoneme 202
16 The /au/or/ phoneme 224
17 Revision 242
18 Ways of remembering 260

Instructions for games 267

Phoneme Countdown 268
Sliding In 268
Action Replay 269
Frame Game 269
Word Building 269
Team Sort 270
Spelling Challenge 270
Long or Short? 270
Double or Drop? 271
Rhyming Words 271
Memory Game 272

© Crown Copyright 2001

Support materials needed in more than one session 273

Hexagons 274

Team Sort boards 276

T-shirt labels 280

Route to Spelling 281

Optional assessment material 283

Teacher's marking grid 284

Pupil assessment sheet 285

Pupil error record sheet and exemplar 286

© Crown Copyright 2001

Introduction to
Key Stage 3
Literacy Progress Units

The context of the Key Stage 3 National Strategy

A key factor in raising standards is ensuring that more pupils have the competence and confidence in literacy to cope well with the learning challenges of the secondary curriculum. The government is committed to giving more pupils access to that curriculum by extending the principles and practice of the National Literacy Strategy into Key Stage 3.

There are three major elements to the drive to raise standards of literacy in secondary schools through the Key Stage 3 National Strategy:

i training for English departments on increasing achievement through effective teaching based on the *Framework for teaching English: Years 7, 8 and 9*

ii cross-curricular training on literacy for all staff

iii support materials for teachers of pupils who attained below Level 4 at the end of Key Stage 2.

Pupils who enter Year 7 on Level 3 need additional support if they are to develop the literacy skills that can unlock learning and enable them to reach the national expectation at the end of Key Stage 3. Literacy Progress Units have been developed to offer such support.

The need for Key Stage 3 Literacy Progress Units

The evidence from national test results 1996–2000 shows that almost two-thirds of pupils who enter Year 7 without having achieved Level 4 in English, fail to reach Level 5 at the end of Year 9. Many of them also fail to do justice to their abilities in other subjects because they find it difficult to handle the pressures of reading and writing with sufficient speed and skill. That is a situation the government is determined to tackle. The need for specific support in relation to writing is clear, given the disparity in attainment between reading and writing at the end of Key Stage 2. (In 2000 83% of pupils gained Level 4 in reading, as opposed to only 55% in writing.) Similarly clear, within the context of equality of opportunity, is the need to motivate and support the boys who form the majority of Year 7 pupils who have not yet achieved Level 4.

What so many of the pupils still on Level 3 need is tangible progress that will build their belief in themselves as successful learners. Experience with the Additional Literacy Support (ALS) in primary schools has shown that such progress is possible, using well-structured, fast-paced and carefully targeted intervention. The Literacy Progress Units provided for the Key Stage 3 National Strategy reflect the principles and practice of ALS which has proved so successful.

© Crown Copyright 2001

These Literacy Progress Units reflect the belief that all pupils on Level 3 should aspire to Level 4 by the end of Year 7, and should aim to catch up with their peers by achieving Level 5 or above at the end of Year 9. Public indications of progress will be provided through the end of Year 7 progress tests for pupils who entered secondary school below Level 4.

Moving from Level 3 to Level 4

In achieving Level 3, pupils have shown themselves capable of reading with some understanding and fluency and of using different forms of writing with a degree of accuracy. What they need to learn is how to read with greater insight and understanding and how to express themselves in accurate, well-organised writing that uses language effectively at word and sentence level. In many cases this will involve revisiting aspects of English which they have met in primary school, but doing so with material that respects their status as secondary school pupils and assumes a 'can do' approach, which builds in and builds on pupils' existing experiences and abilities.

We know what we have to do to move pupils towards Level 4. The characteristic constraints for pupils who attain Level 3 at Key Stage 2, identified in relation to the three strands of the National Literacy Strategy, are:

Word level

- uncertain choices for long and unstressed medial vowel sounds
- limited grasp of spelling rules and conventions
- insecure understanding and use of possessive apostrophes.

Sentence level

- limited use of complex sentences
- variable use of commas to mark boundaries within sentences
- limited ability to use pronouns and verb tenses accurately
- uncertainties over speech punctuation.

Text level

- limited use of paragraphing and other organisational devices
- limited ability to organise non-narrative writing
- insufficient planning, reviewing and editing of writing for clarity, interest and purpose
- literal rather than inferential reading.

Key Stage 3 Literacy Progress Units have been informed and shaped by QCA analyses of Key Stage 2 English test results in recent years, by the evidence from OFSTED and by the emphases of the National Literacy Strategy. They focus on the critical features which move pupils on to Level 4 which are:

- developing effective strategies for information retrieval
- reading using inference and deduction
- using full stops, capital letters and commas accurately in longer sentences
- varying sentence structure .
- organising texts in ways other than chronological
- using paragraphs effectively
- applying knowledge of spelling rules and conventions.

These features are reflected in the Literacy Progress Units, since addressing these aspects of English is the surest way to ensure progress towards Level 4 and beyond.

© Crown Copyright 2001

Literacy Progress Units overview

The six units and the main areas they cover are:

- *Writing organisation*: organising and shaping writing effectively
- *Information retrieval*: extracting and evaluating information from a range of non-literary sources
- *Spelling*: spelling accurately, as a result of knowing the conventions and having strategies for improving spelling
- *Reading between the lines*: using inference and deduction in interpreting literary texts
- *Phonics*: applying knowledge of phonics in their own writing
- *Sentences*: having a repertoire of sentence structures and using them effectively.

Many teachers will be familiar with the content, if not the focus and methodology, in the units on *Writing organisation*, *Reading between the lines* and *Information retrieval*. The Literacy Progress Unit least familiar to many secondary teachers will probably be *Phonics*, but OFSTED evidence continues to indicate that the quality of phonics teaching in primary schools is variable and if pupils do not know about phonics they need to be taught. This aspect of word level work is of central importance in pupils' acquisition of literacy skills. The *Spelling* unit offers ways of addressing an area of continuing concern to teachers, to employers and to pupils themselves. Similarly significant, although an area of uncertainty for some teachers, is the *Sentences* unit: pupils need to understand enough about sentence grammar to be able to appreciate the choices available to them as writers, and to make those choices effectively.

Management and organisation

The role of senior staff

In relation to Key Stage 3 Literacy Progress Units, senior staff need to:

- lead from the top by giving visible support and, if possible, by becoming personally involved
- make any necessary timetabling changes
- explore the possibilities for having Literacy Progress Unit sessions outside the usual time of the school day
- ensure that Literacy Progress Unit sessions take place in situations which promote a positive learning atmosphere
- identify or, if funding permits, appoint staff for Literacy Progress Units
- agree monitoring procedures with the people involved
- inform staff not directly involved in delivering Literacy Progress Units
- provide the resources and equipment needed
- determine evaluation criteria
- encourage staff and pupils and celebrate achievement.

The role of the teacher

In relation to **pupils**, teachers need to:

- select pupils who will benefit from Literacy Progress Units, basing their assessments on judgements about current attainment, informed by the assessment guidance in each unit, and test results from Key Stage 2
- prepare the pupils by establishing appropriate expectations about how they will work during the Literacy Progress Unit sessions
- ensure that work done in mainstream lessons based on the *Framework* relates to, reinforces and builds upon what has been done in Literacy Progress Unit sessions
- monitor pupil progress in attitude as well as attainment.

© Crown Copyright 2001

In relation to **teaching assistants and other colleagues**, teachers need to:

- make sure that the staff involved understand the principles and practice of Literacy Progress Units
- plan and liaise effectively
- offer support, especially during the initial stages
- help to monitor pupil progress
- observe or participate in some of the sessions.

In relation to **parents**, teachers need to:

- inform parents why their children have been chosen to work on Literacy Progress Units and explain how the units can support their children's progress
- suggest how parents can help
- keep parents informed.

Timing

Each of the six units has 18 sessions of 20 minutes. It is therefore possible to deliver a unit in six weeks, with three sessions each week. The units relate to the revision objectives in Year 7 of the *Framework for teaching English: Years 7, 8 and 9*, but they are not an alternative to the English programmes of study of the National Curriculum. They should be thought of as complementing or contributing to English lessons, not as replacing them.

Literacy Progress Unit sessions can be provided in or outside the school day, such as before school, lunchtime or after school. Sessions can also be fitted in to English lessons which follow the pattern recommended in the *Framework* and therefore include structured group time, but teachers need to recognise that this limits the opportunity to consolidate the aims of the main lesson.

Teaching and learning

Literacy Progress Units are flexible enough to be adapted to suit the contexts of different schools but they have been developed with group work, rather than whole-class activity, in mind. They can be delivered by teachers, by teaching assistants or by other staff such as librarians.

The units are based on the teaching principles and practice which have proved their worth through the National Literacy Strategy. Central to the approach in Literacy Progress Units is a movement from demonstration to independence in small secure steps. The small-group context allows the teacher to be aware of how effectively pupils are applying what has just been taught, and to intervene at the moment of maximum impact. Each session of 20 minutes usually includes:

- building on prior knowledge
- linking writing with speaking and listening and with reading
- a highly interactive approach
- an emphasis on teacher modelling
- gradual drawing in of pupils with scaffolded activities
- building pupil confidence through supported application
- consolidation of individual learning through revision and reflection
- a deliberately fast pace
- a sense of enjoyment through working together.

© Crown Copyright 2001

The teaching sequence which underpins every session is:

Remember	Identification of prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity

Units have been written for the adult who is delivering them, but few sessions are scripted verbatim since the teacher's own words will often be the best.

Pupils

Literacy Progress Units are intended for pupils who have attained Level 3 in English and are working towards Level 4. The proportion of pupils in that category varies so widely across schools that the decision whether or not to use a particular unit with a pupil must rest with the school. It will depend on the diagnosis of individual need, based on the analysis of Key Stage 2 results and evidence from a pupil's current work. It might be appropriate for some pupils to tackle six units during a school year, since the whole suite of units constitutes a powerful preparation for Level 4, while others, who have reached Level 4 in reading, might need only the units which will help them to improve their writing. Guidance on preliminary assessment is given in the Appendix to this Introduction, and more detailed diagnostic guidance accompanies each unit.

One of the teacher's permanent aims should be that pupils' self-esteem is enhanced by Literacy Progress Unit sessions. We want pupils to be confident enough to take risks, and to learn from their mistakes. The small-group situation envisaged for Literacy Progress Units offers particular opportunities for insecure learners: it is highly interactive and creates a close community of learners who come to trust each other enough to be honest with each other. The teaching sequence is designed to scaffold success for all, and the steps between the learning activities are small enough to allow little mistakes to be picked up so naturally and quickly that no one needs to make a big mistake. This means intervening early to correct errors, not allowing them to become embedded.

Ways of supporting pupils include:

- establishing that we all make some mistakes, and that they are usually valuable starting points for learning
- giving clear guidance over tasks and timing
- allowing sufficient thinking time
- using pair work to avoid individual embarrassment
- giving pupils strategies for signalling uncertainty and creating a 'not sure' option
- using supportive body language
- rewarding and commenting on positive behaviour, rather than noticing only negative behaviour
- being clear about errors, and not dodging the issue
- unearthing underlying misconceptions

© Crown Copyright 2001

- going back a stage when necessary to model and explain first principles
- always preserving the pupil's dignity as well as the teacher's.

Staffing

In many schools the units will be taught by support staff as well as by teachers or librarians. The government has provided funding for an increasing number of teaching assistants in secondary schools, and the style of the units reflects an expectation that in many schools the teaching will be done by a teaching assistant, working with a group of around six pupils. The unit authors have therefore tried not to take subject knowledge for granted, and have been deliberately explicit about terminology and pedagogy. Schools are recommended to have training sessions for the colleagues involved, prior to the introduction of the units, and to ensure time for liaison between those teaching mainstream lessons and those delivering the Literacy Progress Units.

The role of teaching assistants

The number of teaching assistants in secondary schools is rising, since the government has recognised and welcomed the increasingly important contribution that teaching assistants are making to raising standards in secondary schools. Funding for teaching assistants in secondary schools has been increased substantially through the Standards Fund, as part of the government's commitment to provide an additional 20,000 (full-time equivalent) assistants for schools by 2002. It will continue to provide funding to maintain that level until 2004.

There are considerable variations in the quality of support and training for teaching assistants, and in the effectiveness with which they are deployed. As a matter of good practice, each school should have an agreed policy on the role of teaching assistants. This policy should include provision for training and for shared planning time.

The DfEE will be providing a training programme for secondary teaching assistants which consists of four days' training and includes a module of two half-days on supporting pupils' literacy skills. The literacy module will include a session on the Literacy Progress Units. Local education authorities will be expected to disseminate this training to secondary teaching assistants and their mentors in the autumn term 2001 or spring 2002. The Key Stage 3 National Strategy will also be providing two days of training for English consultants on the Literacy Progress Units in June 2001. Consultants will be expected to offer this training to teachers and teaching assistants and schools will also be able to use these materials to do their own in-house training. At a later date there will also be training available to secondary practitioners on *Phonics* and *Spelling*.

The Literacy Progress Units have been written specifically for teaching assistants. This is reflected in the style and in the use of terminology. If a teaching assistant (or anyone else) is to deliver Literacy Progress Units effectively, that person will need to:

- feel confident about working with groups of Year 7 pupils
- be familiar with the *Framework for teaching English: Years 7, 8 and 9*
- be willing to plan and prepare with other colleagues
- have the necessary skills and knowledge to understand and deliver the materials
- prepare sessions in advance
- know and relate to the pupils.

© Crown Copyright 2001

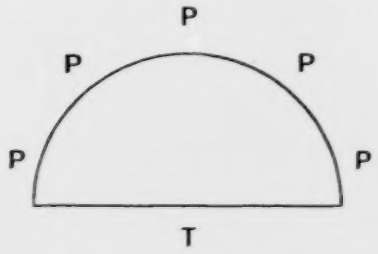
Shared discussion over implementation is essential. It is good practice to involve a wider group of colleagues (including the Head of English and the SENCo) in discussion of how the materials will be introduced and evaluated.

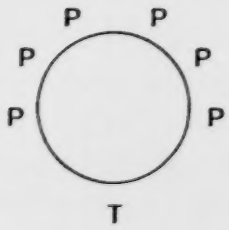
Preparation

Each session needs careful preparation in advance, since many of them depend on games or resource sheets which need to be at hand in the session to avoid slackening the pace. The timing of the sessions has such momentum that there is no time for finding or making resource materials. Many sessions need an OHP or a flipchart with the necessary accessories. The support materials are all photocopiable and there is always a list of the materials needed for a particular session. This means that careful storage of cards and other materials for future use is a good investment of time. Some units need posters and pupil response sheets available for a series of sessions if the learning opportunities are to be optimised. These need to be prepared in advance.

Location

It is not fair to the pupils, the teachers or to the materials if problems arise, not because of what is being taught, but where it is being taught. Many schools, in their planning for Literacy Progress Units, have ensured that they can take place in suitable situations. For example, they have arranged for pupils to be seated in an arc around the teacher in a way that maximises face-to-face contact and ensures that no pupil has to see a text upside down.





Parents

Parents have the right to know what is happening to their children and why. It is important to inform and involve parents as much as possible by providing information about Literacy Progress Units.

© Crown Copyright 2001

Appendix: Initial assessment for Literacy Progress Units

Note: Focus only on pupils who gained Level 3 in reading and/or writing.

Using the outcomes of Key Stage 2 assessment

The ideal way to assess a pupil's suitability for Literacy Progress Units is to use Key Stage 2 data and to talk with the pupil's former teacher. The Key Stage 2 school mark sheet for end of Key Stage 2 assessments enables teachers in the secondary school to identify differences in patterns of attainment across attainment targets. (For writing there is a spelling mark, a handwriting mark, a writing mark and the overall total which determines the level for writing. For reading there is a reading mark and reading level.) Many pupils who gained Level 4 in reading, but not in writing, need the Literacy Progress Units on writing, but not those for reading.

Individual pupil cover sheets, available from primary schools, give a more detailed breakdown of the marks for writing and are useful for identifying specific areas of strength and weakness. These cover sheets give the marks for purpose and organisation, for style and punctuation in addition to spelling and handwriting. Such evidence can help to identify which units are priorities for a pupil.

Using evidence from pupils' work

If Key Stage 2 test evidence is not available, schools should consider Key Stage 2 teacher assessment. If this indicates that pupils are not secure in Level 4, pupils' current work should be assessed. Assessment guidance for each unit is available in the unit-specific introductions.

© Crown Copyright 2001

Introduction to
Phonics

Pupils who are reading at Level 3 are reading 'a range of texts fluently and accurately. They read independently using a range of strategies to establish meaning.'[1] Therefore pupils who may be selected for this unit are already able to blend phonemes to decode words in a variety of contexts. The unit is designed to support those pupils who are reading at Level 3 but who may be making errors in spelling, particularly in the area of vowel choices.

In this unit, pupils read realistic texts and investigate the spellings of words they find there, drawing conclusions about patterns where it is possible to do so. While spelling is the explicit focus of each session, the texts read by pupils contain a high count of words containing different representations of the focus phoneme. In this way, pupils will have intensive practice in reading the range of possible spellings.

These texts are drawn from a range of genres and, as far as possible, lend themselves to being shared out loud. Wherever possible, words have been placed in context: for example, in sessions 9 and 10, sentences constructed with *-ing* verbs sound almost like a piece of Gothic horror.

The unit aims to offer pupils more than a list of item knowledge. It is designed to help pupils to make good use of what they know, by offering them a range of strategies that support the organisation, selection and prioritising of information. In order to achieve this there are 'Thinking Frames' that make links between sessions throughout the unit. At the end of many sessions, pupils are asked to fill in a 'Conventions Frame' that helps them to record the observations they have made during their investigations. At the beginning of the following session the most memorable and important aspects of these conventions are recorded on a giant 'Brain Bank'. Teachers' guides are included to support the use of these frames. The frames could be collated into a booklet for pupil revision and reference.

The 'Route to Spelling' signposts the key choices a writer makes when spelling a word. This enables pupils to let their phonic strategies assume a sensible role within the context of a real moment of decision making. It enables pupils to arrive at a 'readable' spelling of words they want to use in their writing. Pupils need to choose vocabulary which suits their purpose, unrestricted by what they know they can spell, while at the same time achieving a level of accuracy which allows the reader to read freely.

The unit offers pupils access to a repertoire of informed choices or 'best guesses' which will help them to make more plausible and more accurate choices in spelling. It makes explicit the processes involved in actively drawing on and using their knowledge at the point of writing.

[1] Level descriptors for AT2 English National Curriculum DfEE 1999

© Crown Copyright 2001

Teaching and learning style

The unit builds on the successful approaches of the National Literacy Strategy in primary schools, and features a core teaching sequence which promotes active learning. That teaching sequence, common to all units, is:

Remember	Identification of prior knowledge and key objectives
Model	Teacher demonstration of process
Try	Shared exploration through activity
Apply	Scaffolded pupil application of new learning
Secure	Consolidation through discussion/activity

Each 20-minute session is fast-paced and interactive. After the teacher has introduced and modelled a particular aspect of writing or reading, pupils try it out together as a group or in pairs. They then have the chance to apply their new learning, usually with support, and to secure it through consolidation activities or discussion. Each step in the learning process is small enough for the teacher/adult to intervene early enough to prevent any pupil from making major mistakes which could undermine a learner's confidence. The intention is to construct success for all.

The unit consists of 18 session plans, plus support material in the form of teacher and pupil sheets. In many cases exemplar responses are included, but this is to give a clear image of what is expected, rather than to define 'the' correct answer. All the sessions need advance preparation, but some need more than others in terms of photocopying and cutting up, particularly those which include games. It is essential that colleagues who are teaching this unit are familiar with how the games are played and are confident enough about using them with pupils to maintain the pace of each section.

Each set of session plans includes a space for teachers' notes and comments and there is a pupil progress sheet at the end of the unit which schools can use if they find it useful. The experiences and evaluations of colleagues in the Pilot who delivered Literacy Progress Units have made an important contribution to the process of revising the units for national dissemination.

The principles behind the unit are apparent in the annotated version of a sample session plan on pages xviii–xix.

© Crown Copyright 2001

Initial Assessment

The best way to make an initial assessment of the unit's suitability for an individual pupil is to use Key Stage 2 results and evidence.

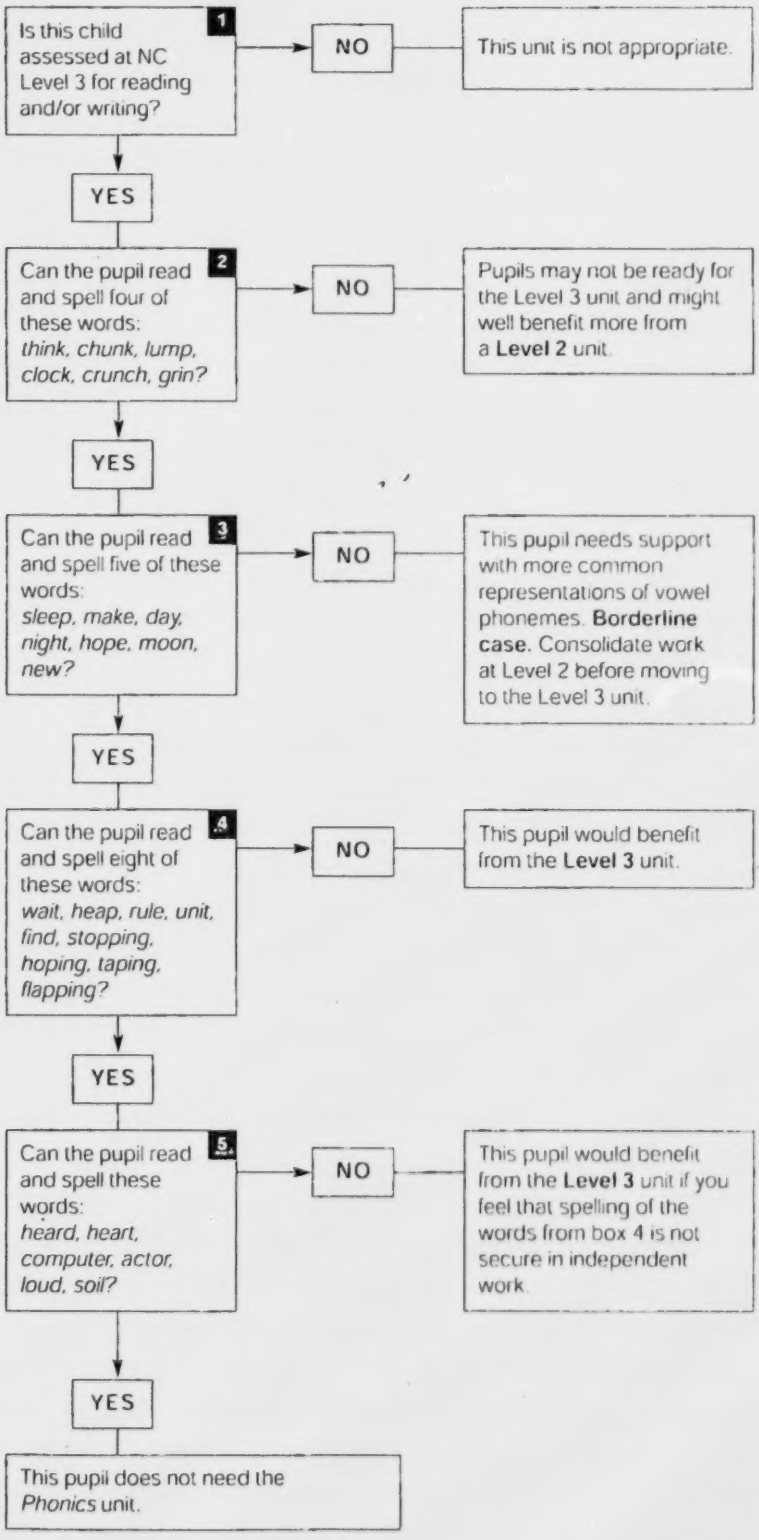
Pupils who would benefit from the unit typically make errors in:

- choosing the right way to represent long vowel phonemes
- knowing when to double consonants or drop 'e' when adding *-ing* or *-ed*, eg *stopt* instead of *stopped*, or confusing *hoping* and *hopping*
- writing regular and irregular past tenses
- deciding on *-er* or *-or* endings
- adding suffixes such as *-ful* or *-less*.

The following quick check may help in deciding whether to enter a pupil for this unit.

© Crown Copyright 2001

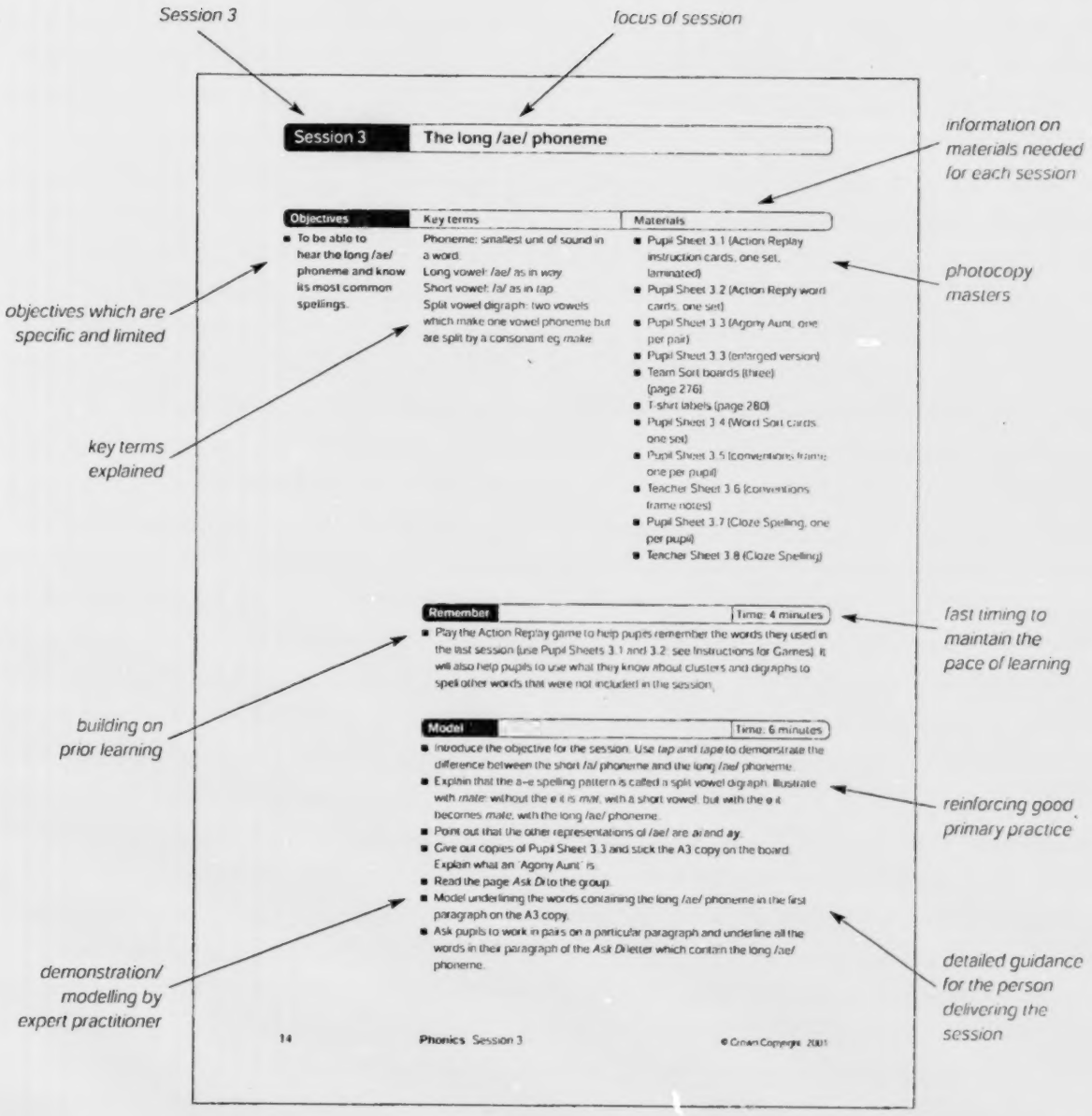
Pupil assessment chart for the *Phonics* Literacy Progress Unit


1
Is this child assessed at NC Level 3 for reading and/or writing?
NO
This unit is not appropriate.
YES
2
Can the pupil read and spell four of these words: *think, chunk, lump, clock, crunch, grin?*
NO
Pupils may not be ready for the Level 3 unit and might well benefit more from a **Level 2** unit.
YES
3
Can the pupil read and spell five of these words: *sleep, make, day, night, hope, moon, new?*
NO
This pupil needs support with more common representations of vowel phonemes. **Borderline case**. Consolidate work at Level 2 before moving to the Level 3 unit.
YES
4
Can the pupil read and spell eight of these words: *wait, heap, rule, unit, find, stopping, hoping, taping, flapping?*
NO
This pupil would benefit from the **Level 3** unit.
YES
5
Can the pupil read and spell these words: *heard, heart, computer, actor, loud, soil?*
NO
This pupil would benefit from the **Level 3** unit if you feel that spelling of the words from box 4 is not secure in independent work.
YES
This pupil does not need the *Phonics* unit.

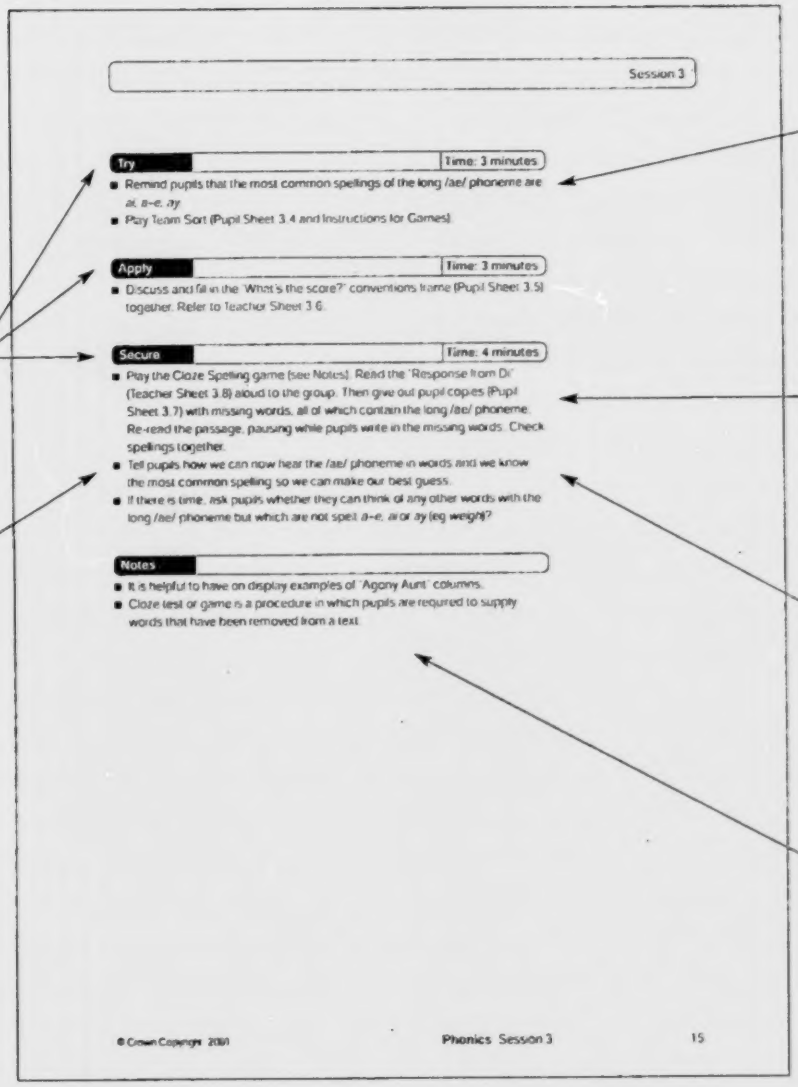
© Crown Copyright 2001

BEST COPY AVAILABLE

Sample session plan


Session 3
focus of session
Session 3 The long /ae/ phoneme
information on materials needed for each session
Objectives
Key terms
Materials
To be able to hear the long /ae/ phoneme and know its most common spellings.
Phoneme: smallest unit of sound in a word.
Long vowel: /ae/ as in way
Short vowel: /a/ as in tap
Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant eg make
Pupil Sheet 3.1 (Action Replay instruction cards, one set, laminated)
Pupil Sheet 3.2 (Action Reply word cards, one set)
Pupil Sheet 3.3 (Agony Aunt, one per pair)
Pupil Sheet 3.3 (enlarged version)
Team Sort boards (three) (page 276)
T-shirt labels (page 280)
Pupil Sheet 3.4 (Word Sort cards, one set)
Pupil Sheet 3.5 (conventions frame, one per pupil)
Teacher Sheet 3.6 (conventions frame notes)
Pupil Sheet 3.7 (Cloze Spelling, one per pupil)
Teacher Sheet 3.8 (Cloze Spelling)
photocopy masters
objectives which are specific and limited
key terms explained
Remember
Time: 4 minutes
Play the Action Replay game to help pupils remember the words they used in the last session (use Pupil Sheets 3.1 and 3.2; see Instructions for Games). It will also help pupils to use what they know about clusters and digraphs to spell other words that were not included in the session.
fast timing to maintain the pace of learning
building on prior learning
Model
Time: 6 minutes
Introduce the objective for the session. Use tap and tape to demonstrate the difference between the short /a/ phoneme and the long /ae/ phoneme.
Explain that the a–e spelling pattern is called a split vowel digraph. Illustrate with mate: without the e it is mat, with a short vowel, but with the e it becomes mate, with the long /ae/ phoneme.
Point out that the other representations of /ae/ are ai and ay.
Give out copies of Pupil Sheet 3.3 and stick the A3 copy on the board. Explain what an 'Agony Aunt' is.
Read the page Ask Di to the group.
Model underlining the words containing the long /ae/ phoneme in the first paragraph on the A3 copy.
Ask pupils to work in pairs on a particular paragraph and underline all the words in their paragraph of the Ask Di letter which contain the long /ae/ phoneme.
reinforcing good primary practice
detailed guidance for the person delivering the session
demonstration/ modelling by expert practitioner
14
Phonics Session 3
© Crown Copyright 2001

BEST COPY AVAILABLE


Session 3
Try
Time: 3 minutes
Remind pupils that the most common spellings of the long /ae/ phoneme are ai, a–e, ay.
Play Team Sort (Pupil Sheet 3.4 and Instructions for Games).
Apply
Time: 3 minutes
Discuss and fill in the 'What's the score?' conventions frame (Pupil Sheet 3.5) together. Refer to Teacher Sheet 3.6.
Secure
Time: 4 minutes
Play the Cloze Spelling game (see Notes). Read the 'Response from Di' (Teacher Sheet 3.8) aloud to the group. Then give out pupil copies (Pupil Sheet 3.7) with missing words, all of which contain the long /ae/ phoneme. Re-read the passage, pausing while pupils write in the missing words. Check spellings together.
Tell pupils how we can now hear the /ae/ phoneme in words and we know the most common spelling so we can make our best guess.
If there is time, ask pupils whether they can think of any other words with the long /ae/ phoneme but which are not spelt a–e, ai or ay (eg weigh)?
Notes
It is helpful to have on display examples of 'Agony Aunt' columns.
Cloze test or game is a procedure in which pupils are required to supply words that have been removed from a text.
© Crown Copyright 2001
Phonics Session 3
15
expected answers identified to support non-specialists
sequence of supported small steps to try out, apply and consolidate learning
game-based activities to motivate pupils
recap and review
moving towards independence
space for teacher's comments

Session plans

Session 1 Identifying phonemes

Objectives	Key terms	Materials
■ **To be able to identify the three phonemes in CVC (consonant–vowel–consonant) words, and write and read CVC words.**	**Strategy**: a useful way to approach a problem. **Convention**: a general rule which may have some exceptions. **CVC words**: consonant–vowel–consonant, eg *cat*. **Phoneme**: smallest unit of sound in a word. **Vowel**: *a, e, i, o, u*. **Short vowel**: eg the /a/ in tap. **Consonant**: letter that is not a vowel, eg *n, b, t*. **Digraph**: two letters which represent one sound, eg *sh, ck*. **Consonant digraph**: two consonants making one phoneme. **Consonant cluster**: two or more consonants which each represent a separate phoneme, eg *br, cl, nd, nk, st*.	■ Large four-phoneme frame drawn on whiteboard ☐☐☐☐ ■ Small whiteboards (one per pupil), markers and wipers ■ Pupil Sheet 1.1 A4 laminated (four-phoneme frame: one per pupil) ■ Coloured counters (four per pupil)

Remember — Time: 4 minutes

- Introduce pupils to the unit. The aims are:
  - to enable students to spell and read words with greater ease, so that they can concentrate on the quality of their writing and the meaning in texts
  - to learn to identify phonemes within words
  - to learn a range of strategies to help remember conventions and to spell new words.
- The purpose of the first session is to help students to hear and isolate phonemes in short words. This skill is important when they are learning to spell and read unknown words.
- Introduce the session as follows. *'Every word we say consists of one or more sounds that blend together when we say the word. I am going to use a word that you can read and spell very easily just to make the point. When we say the word "pen", we are saying the sounds or phonemes /p/ /e/ /n/. There are three phonemes in pen. How many phonemes can you hear in "cat"; "dog"?'* Ask the pupils to hold up fingers with the number of phonemes or write the number on their whiteboards.
- Ask what is the first phoneme in *cat*; the final phoneme; the medial phoneme; repeat with *dog*. Do the same with *lid, lap* and *mug*. Check that the pupils are clear about the terms vowel and consonant. Clarify what the vowels are (*a, e, i, o, u*), and what short vowels are.
- How many phonemes in *chap, shin, dish, song, bell, tick*? The answer is 'three' in all cases.

© Crown Copyright 2001

Model

Time: 3 minutes

- Using the four-phoneme frame, write the words *chap* etc in the frame, leaving the final box empty: *ch a p* . Explain the fact that some phonemes are represented by more than one letter, eg *ch, sh, th, ng* (the latter may not be true in varieties where the final *g* is clearly pronounced). Draw the pupils' attention to the written versions.
- Write the word *lap* in the four-phoneme frame, leaving the first box free. Isolate the phonemes and read the word.
- Add *c* to the first box: isolate the phonemes and read the word, *clap*.
- Repeat with *rush/brush; sin* (leave the fourth box free) and *sink; bun* and *bunch; lad* (leave the third box free) and *land*.
- Explain that these are consonant clusters: we hear each phoneme, but we cluster them together.

Try

Time: 4 minutes

- Play the Frame game in pairs (see Instructions for Games). The teacher says the words *ship, thin, ring, desk, chest, tilt, think, gloss, fresh, chunk, clash*. The pupils slide a counter for each phoneme into a box on their phoneme frame: *ship* has three phonemes so the final box will be empty: /sh/ /i/ /p/. *Desk* has four phonemes so the pupil will place four counters in the frame: /d/ /e/ /s/ /k/ .

Apply

Time: 6 minutes

- The teacher reads out individual words, explaining that some have three phonemes and some four phonemes, some will have digraphs and some clusters: *rock, bunk, bank, back, track, brick, bran*. In pairs the pupils write the words in the four-phoneme frame.
- Three phoneme words are: *rack, back, tack*.

Secure

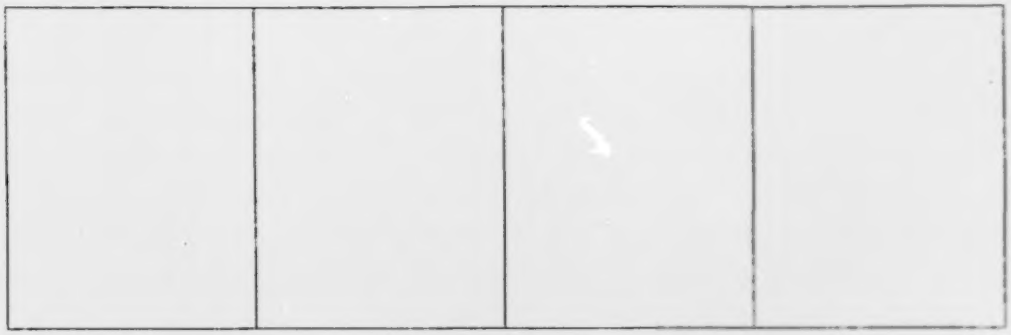
Time: 3 minutes

- Pupils tell each other what phonemes are, and each pair suggests a word with three phonemes and a word with four phonemes. Discuss these suggestions as a group to confirm understanding.

Notes

- If pupils are struggling, take time over the examples and be ready to repeat this session. If they find it easy, reduce the number of examples to try/apply. If the session takes up too much time, reduce the number of examples once understanding is evident.

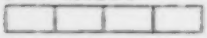
© Crown Copyright 2001



Pupil Sheet 1.1 (four-phoneme frame)
one copy per pupil, could be laminated

© Crown Copyright 2001

Session 2 [illegible] Digraphs and trigraphs

Objectives	Key terms	Materials
■ **To be able to spell a range of words with clusters, digraphs, and trigraphs.**	Digraph: two letters which represent one sound, eg *sh, ck*. Consonant cluster: two or more consonants which each represent a separate phoneme, eg, *br, cl, nd, nk, st*. Trigraph: three letters which represent one sound *'tch'*.	■ Large four-phoneme frame drawn on whiteboard  ■ Whiteboards (one per pupil) ■ Team Sort boards (eight) (page 276) ■ T-shirt labels (page 280) ■ Blu-tack ■ Pupil Sheet 2.1 (one set of word cards for Team Sort game)

Remember

Time: 3 minutes

- Play 'Phoneme Fingers'. As the teacher says a selection of three- and four-phoneme words from the last session, pupils hold up an appropriate number of fingers.
- Recap on the term *digraph* and its meaning. Ask pupils which digraphs they know.

Model

Time: 4 minutes

- Introduce the objectives for the session.
- Write the word *chat* on a phoneme frame to reinforce segmenting phonemes and the fact that a digraph represents one phoneme.
- From the word cards made from Pupil Sheet 2.1, collect the eight words marked with a dot. These words represent the following digraphs: *ck, ff, ll, ng, th, ss, sh, ch* (T-shirt labels).
- Place eight Team Sort boards on the table and add the T-shirt labels.
- Model reading a word card, identifying the digraph and placing the word card on a T-shirt.

© Crown Copyright 2001

Try

Time: 5 minutes

- Play the Team Sort game using Word Sort cards (Pupil Sheet 2.1; see Instructions for Games). Ask pupils whether there are any words which could go in two categories? (Answer: *thick* and *thing*.)
- Elicit which digraphs can come at either the beginning or end of words. (Answer: *sh, th, ch*.) The other digraphs cannot go at the beginning of a word. Most of these digraphs can also come in the middle of words, eg *mo**th**er, tea**ch**er*.
- Pick up the word *pitch*. Explain that sometimes a /ch/ phoneme at the end of a word is spelt *tch*. Ask pupils if they can you think of any other examples. (Answers may include: *match, watch, switch*.) Write *pitch* on the phoneme frame to show how the *'tch'* makes one phoneme.
- Tell the pupils that a digraph is two letters which represent one sound, then ask what they think we would call three letters which represent one sound? (Answer: *trigraph*.) Tell pupils that we will meet other trigraphs in later sessions.

Apply

Time: 3 minutes

- Play the Spelling Challenge game using two or three Word Sort cards (Pupil Sheet 2.1; see Instructions for Games). The word cards are placed face down on the table. As a card is picked up and read out, pupils sound out the phonemes and write the word on their whiteboards. They check spelling with a partner.

Secure

Time: 5 minutes

- Ask pupils to repeat the above process in pairs (testing four words each).
- Return to the objective for the session.
- Discuss what the pupils can do: recap on the digraphs learnt and explain that this will help to improve their spelling.
- Tell pupils that the next few sessions will be about long vowel phonemes.

Notes

- The games in this session need preparation and (if possible) practice in advance of the session.

© Crown Copyright 2001

dull	lung	bring
mass	finch	pitch
lash	loss	thick
rush	fleck	nosh
filth	stuff	gang
thing	hang	rack
scoff	chunk	shock
block	less	flesh
shot	chill	chest

Pupil Sheet 2.1 (Word Sort cards)
also use for Action Replay, session 3
one copy, cut into cards

© Crown Copyright 2001

Session 3 The long /ae/ phoneme

Objectives	Key terms	Materials
■ To be able to hear the long /ae/ phoneme and know its most common spellings.	Phoneme: smallest unit of sound in a word. Long vowel: /ae/ as in *way*. Short vowel: /a/ as in *tap*. Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant eg *make*.	■ Pupil Sheet 3.1 (Action Replay instruction cards, one set, laminated) ■ Pupil Sheet 3.2 (Action Reply word cards, one set) ■ Pupil Sheet 3.3 (Agony Aunt, one per pair) ■ Pupil Sheet 3.3 (enlarged version) ■ Team Sort boards (three) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheet 3.4 (Word Sort cards, one set) ■ Pupil Sheet 3.5 (conventions frame, one per pupil) ■ Teacher Sheet 3.6 (conventions frame notes) ■ Pupil Sheet 3.7 (Cloze Spelling, one per pupil) ■ Teacher Sheet 3.8 (Cloze Spelling)

Remember

Time: 4 minutes

■ Play the Action Replay game to help pupils remember the words they used in the last session (use Pupil Sheets 3.1 and 3.2; see Instructions for Games). It will also help pupils to use what they know about clusters and digraphs to spell other words that were not included in the session.

Model

Time: 6 minutes

■ Introduce the objective for the session. Use *tap* and *tape* to demonstrate the difference between the short /a/ phoneme and the long /ae/ phoneme.
■ Explain that the a–e spelling pattern is called a split vowel digraph. Illustrate with *mate*: without the **e** it is *mat*, with a short vowel, but with the **e** it becomes *mate*, with the long /ae/ phoneme.
■ Point out that the other representations of /ae/ are ***ai*** and ***ay***.
■ Give out copies of Pupil Sheet 3.3 and stick the A3 copy on the board. Explain what an 'Agony Aunt' is.
■ Read the page *Ask Di* to the group.
■ Model underlining the words containing the long /ae/ phoneme in the first paragraph on the A3 copy.
■ Ask pupils to work in pairs on a particular paragraph and underline all the words in their paragraph of the *Ask Di* letter which contain the long /ae/ phoneme.

© Crown Copyright 2001

Try

Time: 3 minutes

- Remind pupils that the most common spellings of the long /ae/ phoneme are *ai, a–e, ay*.
- Play Team Sort (Pupil Sheet 3.4 and Instructions for Games).

Apply

Time: 3 minutes

- Discuss and fill in the 'What's the score?' conventions frame (Pupil Sheet 3.5) together. Refer to Teacher Sheet 3.6.

Secure

Time: 4 minutes

- Play the Cloze Spelling game (see Notes). Read the 'Response from Di' (Teacher Sheet 3.8) aloud to the group. Then give out pupil copies (Pupil Sheet 3.7) with missing words, all of which contain the long /ae/ phoneme. Re-read the passage, pausing while pupils write in the missing words. Check spellings together.
- Tell pupils how we can now hear the /ae/ phoneme in words and we know the most common spelling so we can make our best guess.
- If there is time, ask pupils whether they can think of any other words with the long /ae/ phoneme but which are not spelt *a–e, ai* or *ay* (eg *weigh*)?

Notes

- It is helpful to have on display examples of 'Agony Aunt' columns.
- Cloze test or game is a procedure in which pupils are required to supply words that have been removed from a text.

© Crown Copyright 2001

All play	Spell	Phoneme count
Test	All play	Spell
Phoneme count	Test	All play
Spell	Phoneme count	Test
All play	Spell	Phoneme count
Test	All play	Phoneme count

Pupil Sheet 3.1 (instruction cards for Action Replay)
also used in other sessions
one copy, cut into cards, could be laminated

© Crown Copyright 2001

link	clump	flick
chink	thing	sing
clamp	trip	clip
chunk	shrink	print
block	stick	rank
chuck	font	blunt
gang	chill	pitch
lash	loss	list
clock	hang	puff
chest	test	stuff
clang	mash	hunt

Pupil Sheet 3.2 (word cards for Action Replay)
one copy, cut into cards

© Crown Copyright 2001

Ask Di

Dear Di

My mate is always late. Every day I wait for him at eight on the corner of the estate. It never fails: half an hour later he trails along like a snail. Every day I'm waiting for ages. It's not safe and it's starting to frustrate me. It's my fate to be late for school every day. I'm even getting worse grades.

I stayed with him once. His dad lays out his clothes, makes his breakfast (plate of baked beans like a lake) and he's still late. Even when we go to play football or to the Arcade, he's late.

I start every day in a real rage, knowing he'll be late again. Maybe I should say something. But I don't want to change things in case I lose my mate. I've been thinking about what to do for ages. My head aches. I'm in a state. Help!

Pupil Sheet 3.3 (Agony Aunt)
one copy per pair, one A3 copy for modelling

© Crown Copyright 2001

mate	late	day	wait
eight	estate	fails	later
trails	snail	day	waiting
ages	safe	frustrate	fate
late	day	grades	stayed
lays	makes	plate	baked
lake	state	play	arcade
change	say	rage	day
case	mate	ages	aches

Pupil Sheet 3.4 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

What's the score?

The most common spelling of the /ae/ phoneme is.....

Examples

The spelling **ai** usually appears

.....

Examples

The spelling **ay** usually appears

.....

Examples

Pupil Sheet 3.5
(conventions frame for /ae/ phoneme)
one copy per pupil

© Crown Copyright 2001

What's the score?

The most common spelling of the /ae/ phoneme is.....

.....**a–e**.....

Examples
make, estate

The spelling **ai** usually appears

.....in the middle of a word.....

Examples
wait, snail

The spelling **ay** usually appears

.....at the end of a word.....

Examples
play, day

Teacher Sheet 3.6 (conventions frame notes)
one copy

© Crown Copyright 2001

Try to spell the missing words

I don't _____ you. You must _____ it. It never _____ to annoy me when other people are _____. In this _____ my advice is don't _____ _____ for him to _____. Give him a _____ and after that ____ don't _____ after ten past _____. If he's really your _____ he'll _____. If he's ____ _____ be _____. Find some new _____!

Pupil Sheet 3.7 (Cloze Spelling, 'Response from Di')
one copy per pupil

© Crown Copyright 2001

Try to spell the missing words

I don't *blame* you. You must *hate* it. It never *fails* to annoy me when other people are *late*. In this *case* my advice is don't *wait* *ages* for him to *change*. Give him a *day* and after that *day* don't *wait* after ten past *eight*. If he's really your *mate* he'll *race*. If he's *late* *again* be *brave*. Find some new *mates*!

Teacher Sheet 3.8 (Cloze Spelling, 'Response from Di')
one copy

© Crown Copyright 2001

Session 4 The /ee/ phoneme

Objectives	Key terms	Materials
■ To be able to identify the /ee/ phoneme and know its most common spellings.	Phoneme: smallest unit of sound in a word. Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant, eg *make*.	■ Teacher Sheet 4.1 (Brain Bank) enlarged to A2 ■ Blank hexagon (page 275) ■ Teacher Sheet hexagon (page 274) ■ Teacher Sheet 4.2 (Phoneme Countdown cards, one set) ■ Pupil Sheet 4.3 ('Mysterious Thief Steals Teeth' one per pair) ■ Pupil Sheet 4.3 ('Mysterious Thief Steals Teeth' enlarged version) ■ Team Sort boards (four) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheet 4.4 (Word Sort cards, one set) ■ Teacher Sheet 4.5 (Team Sort notes) ■ Teacher Sheet 4.6 (Cloze Spelling) ■ Pupil Sheet 4.7 (Cloze Spelling, one per pupil) ■ Pupil Sheet 4.8 (conventions frame, one per pupil)

Remember — Time: 4 minutes

- Introduce the Brain Bank. It is a way of keeping all the things we learn about words in this unit in one place. We will add a hexagon to it every time we learn something new.
- Add information about the /ae/ phoneme and the ways it can be spelled (from session 3) to a hexagon (see Teacher Sheet hexagon) and stick it on the Brain Bank.
- Play the Phoneme Countdown game using the following words: *again, shame, blame, may, mail, make, snail, day, date, wait*. (Teacher Sheet 4.2 and Instructions for Games).

© Crown Copyright 2001

Model

Time: 5 minutes

- Introduce the session objective.
- Give out the A4 copies of the Pupil Sheet 4.3 ('Mysterious Thief Steals Teeth') and pin up the A3 copy.
- Tell pupils you are going to read and listen for the /ee/ phoneme, and then underline the words in which you hear that phoneme.
- Read text all the way through and model identifying the phoneme in words. Underline /ee/ phonemes in the first paragraph.
- Give each pair a section of the text to work on and ask them to do the same, underlining all words containing the /ee/ phoneme.
- Identify the common spelling patterns for the /ee/ phoneme.

Try

Time: 4 minutes

- Place T-shirt labels ee, ea, e-e and y on the Team Sort boards.
- Play Team Sort (Pupil Sheet 4.4 and Instructions for Games).
- Ask pupils to leave on one side any words that do not belong to these games.

Apply

Time: 3 minutes

- Look at the remaining words. Which words have not yet been included in the teams? (*ei, ie*).
- Make new teams. Discuss *receive: i* before *e* except after *c* when it makes the sound of /ee/.

Secure

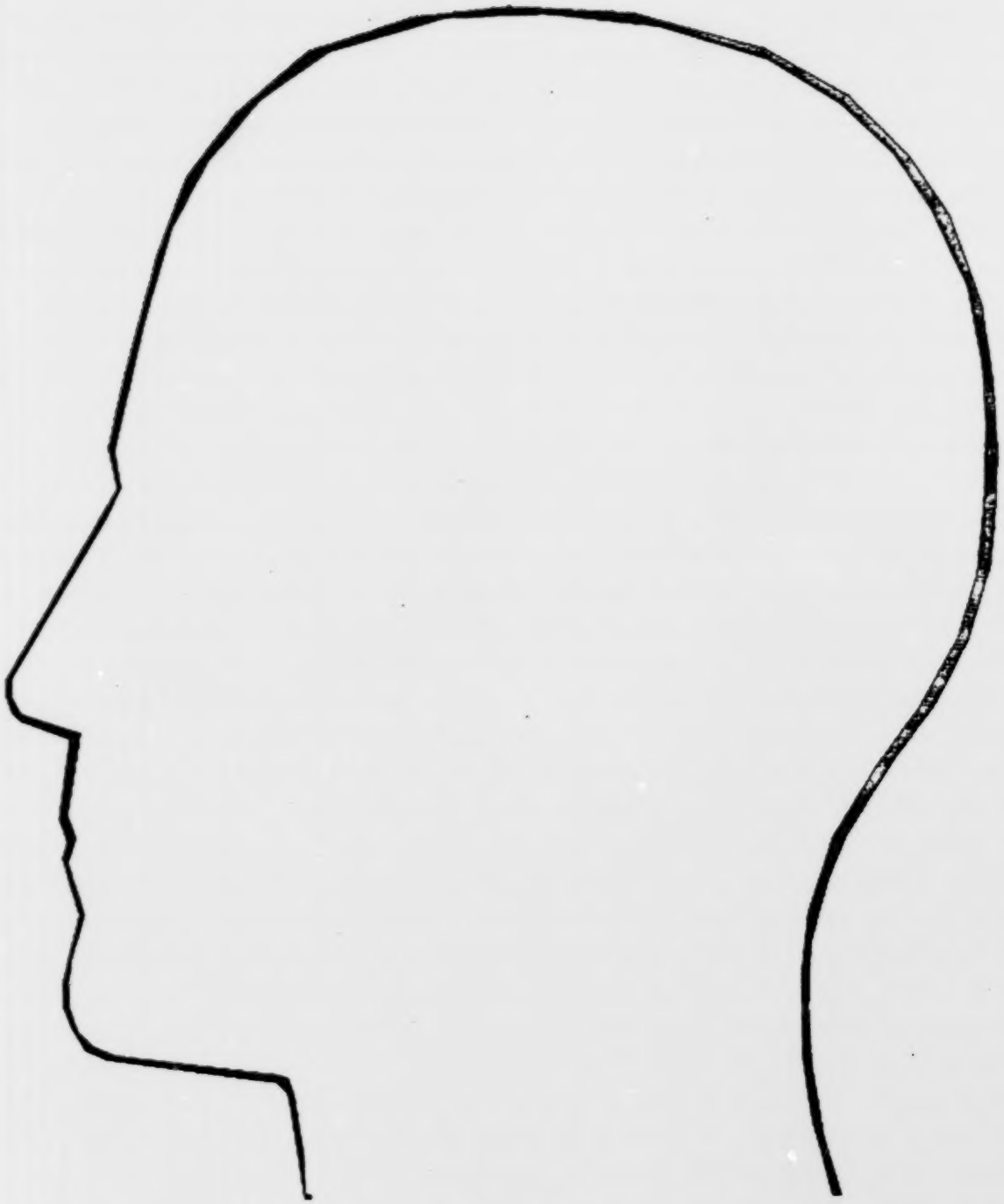
Time: 4 minutes

- Play Cloze Spelling headlines game (Pupil Sheet 4.7 and Teacher Sheet 4.6).
- Read out the headlines and then give pupils their copies with words missing. Reread, pausing while pupils write in the words. Check spellings together.
- Fill in conventions frame (Pupil Sheet 4.8).

Notes

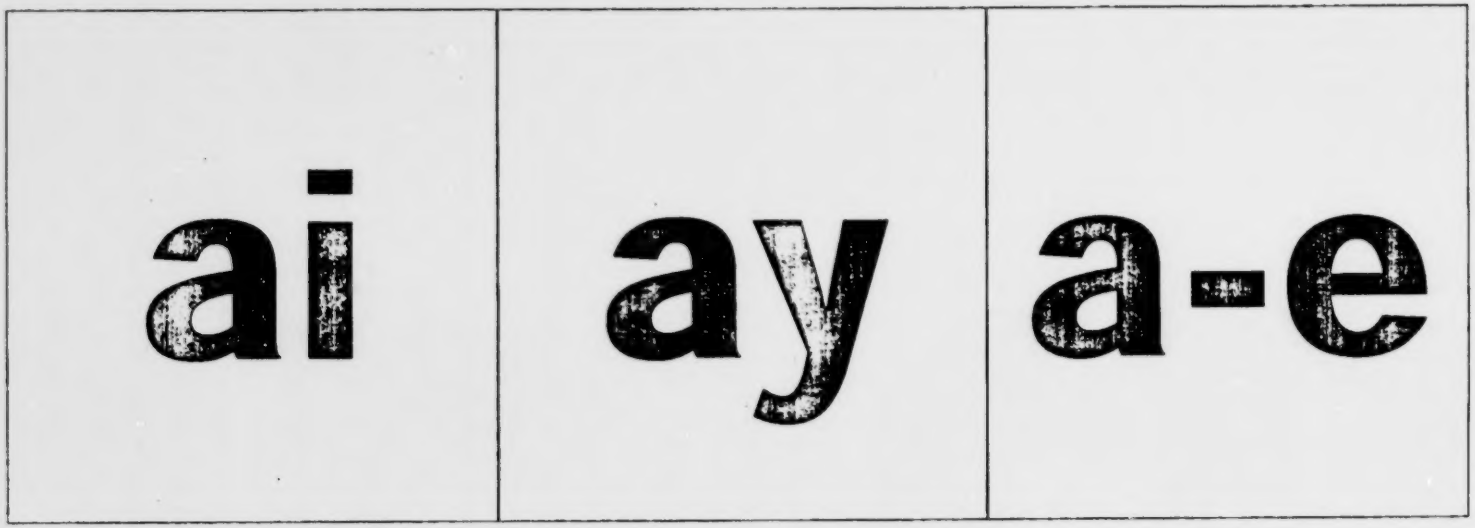
- The Brain Bank needs serious preparation in advance, ideally using a photocopier that produces A3 sheets.
- Some of the more complicated exceptions have been left out of the Team Sort to clarify the main patterns eg *mysterious, period, museum, police, being, be, key, money*. Introduce if appropriate, given the response of pupils.

© Crown Copyright 2001



Teacher Sheet 4.1 (Brain Bank)
enlarge to form an A2 poster

© Crown Copyright 2001



Teacher Sheet 4.2 (Phoneme Countdown cards for /ae/ phoneme)
one copy, cut into cards and pin to flipchart

© Crown Copyright 2001

Mysterious Thief Steals Teeth!

A complete set of dinosaur teeth from the Jurassic period went missing last week from the Museum of Prehistory in Tanford.

Grief at loss
The teeth, originally discovered by a local resident on Harbour Beach, are part of a popular exhibition about animal feeding habits called, "Get your teeth into Science".

Children can see dinosaur teeth and then watch a film teaching them about how animals eat meat today.

"It is like a bad dream," said the curator of the museum. "This leaves us without the key attraction in an exhibition that has been very popular. If it is not returned we will be in deep trouble."

Expertise
The teeth are kept out of reach behind a screen in a heat-controlled room. Staff at the museum say that without a lot of expertise it is impossible to keep the teeth safe. "They need to be treated with care or they will be damaged," said one source.

Asleep?
Staff repeated their belief that claims that a guard fell asleep on the night of the crime are outrageous. "As we keep saying, we are seated by the teeth all night. The thief must have been extremely clever."

Scene
Police arrived at the scene of the crime to find that the door to the exhibition room had been beaten down and a nearby window had been smashed.

Leak
The Chief of Police said he would like to question a man seen creeping around the museum last week. The police would also like to meet a plumber who came to the museum last week to mend a leaking pipe.

Money!
£100 is offered for any information received that leads to the teeth being returned by the end of next week. A telephone hotline will be open between 9am and 9pm for the rest of the week.

Pupil Sheet 4.3 ('Mysterious Thief Steals Teeth')
one copy per pair
one A3 copy for modelling

© Crown Copyright 2001

teeth	teaching	complete	meat
feeding	leads	extremely	originally
been	prehistory	scene	really
screen	beaten	money	extremely
very	leak	thief	beach
need	sea	grief	expertise
deep	leaves	chief	see
creeping	reach	belief	repeated
seen	seated	received	seated
week	we	asleep	dream
meet	heat	he	keep
eat	deep	treated	

Pupil Sheet 4.4 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

ea	ee	e-e	y	ie	ei
beach	teeth	complete	originally	thief	received
beaten	deep	extremely	really	grief	
eat	feeding	scene	extremely	belief	
meat	been		prehistory	chief	
leak	screen		very		
teaching	keep				
seated	need				
dream	asleep				
leaves	creeping				
reach	seen				
heat	week				
treated	meet				
repeated	see				
seated	deep				
sea					
leads					

Teacher Sheet 4.5 (Team Sort notes)
one copy

© Crown Copyright 2001

Teeth appear in dream

Teeth seen in geography lesson.
Teacher charged.

Teeth found on beach. Reward money donated to charity.

Teenage thief receives warning.

Police have a lead. Teeth in sea.

Teacher Sheet 4.6
(Cloze Spelling, 'Teeth Appear in Dream')
one copy

© Crown Copyright 2001

Teeth _____ in _____.

Teeth _____ in _____lesson.

_____charged.

_____ found on beach.

Reward _____ donated to

_____.

_____ _____

_____ warning.

_____ have a _____.

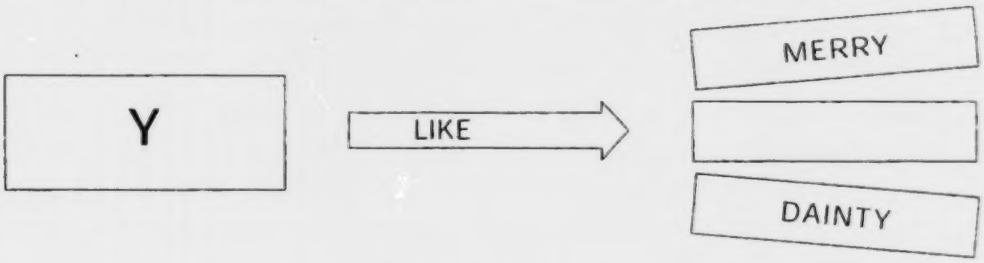
Teeth in _____.

Pupil Sheet 4.7 (Cloze Spelling)
one copy per pupil

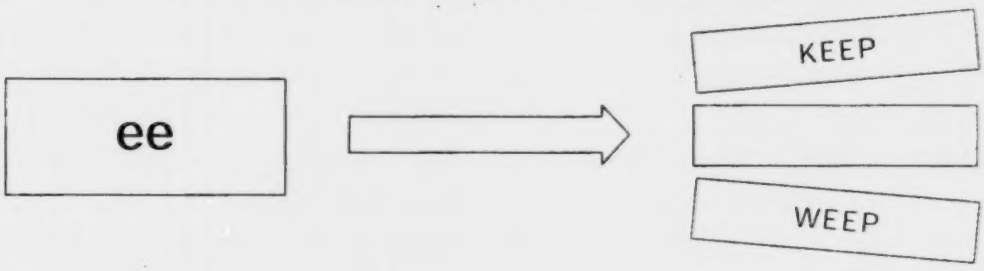
© Crown Copyright 2001

Fill in the blank boxes with an appropriate word.

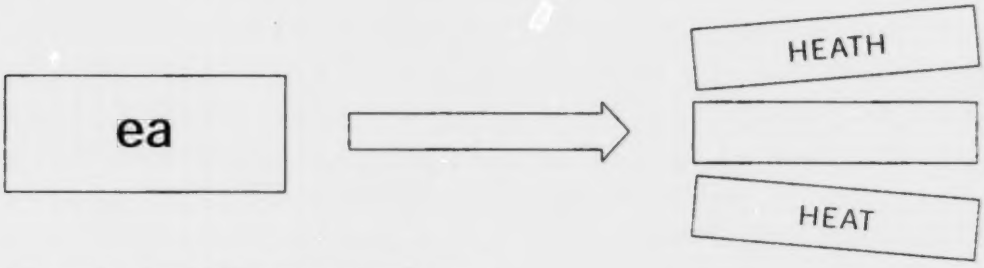
At the end of the word the /ee/ phoneme is usually represented by



In the middle of the word the /ee/ phoneme is most commonly represented by



or



Another useful spelling for the /ee/ phoneme is **ie** as in

chief
grief
brief

A useful convention to remember is **i** before **e** except after **c** when it makes the sound of 'ee' eg receive

Pupil Sheet 4.8
(conventions frame for /ee/ phoneme)
one copy per pupil

© Crown Copyright 2001

Session 5 The long /ie/ phoneme

Objectives	Key terms	Materials
■ To be able to identify the long /ie/ phoneme and know its most common spellings.	Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant, eg *make*. Phoneme: smallest unit of sound in a word.	■ Brain Bank ■ Blank hexagon (page 275) ■ Teacher Sheet hexagon (page 274) ■ Team Sort boards (five) (page 276) ■ T-shirt labels (page 280) ■ Teacher Sheet 5.1 (Phoneme Countdown cards, one set) ■ Pupil Sheet 5.2 (one per pair) ■ Pupil Sheet 5.2 (enlarged version) ■ Pupil Sheet 5.3 (Word Sort cards, one set) ■ Teacher Sheet 5.4 (Word Sort notes) ■ Pupil Sheet 5.5 (Word Building cards, one set per pair) ■ Pupil Sheet 5.6 (conventions frame, one per pupil) ■ Teacher Sheet 5.7 (conventions frame notes)

Remember — Time: 4 minutes

- Add information on a hexagon to the Brain Bank.
- Play the Phoneme Countdown game with the /ee/ phoneme (Teacher Sheet 5.1) using these words: *lead, feed, thief, need, teeth, chief, receive, sea, asleep, keep, heap, steep, leap, grief, ceiling.*

Model — Time: 5 minutes

- Introduce the session objective.
- Give out the individual copies of Pupil Sheet 5.2 ('Live on Football Tonight') and pin up the enlarged copy. Explain that it contains many words with the /ie/ phoneme.
- Read out the text all the way through. Re-read the text with pupils taking the parts of the commentators. The remaining pupils should indicate when they have heard the /ie/ phoneme. Underline the words containing the /ie/ phoneme on the enlarged copy of the text.
- Point out that the most common spellings of the /ie/ phoneme are *ie, igh, i-e, i, y*. Place the T-shirt labels on the Team Sort boards.

© Crown Copyright 2001

Try — **Time: 5 minutes**

- Play the Team Sort game using the Word Sort cards (Pupil Sheet 5.3 and Teacher Sheet 5.4).
- Emphasise the fact that the commonest spelling of the /ie/ phoneme is the split vowel digraph *i–e*. We noticed that the /ae/ phoneme is also most commonly represented by the split vowel digraph *a–e*. We call this a split vowel digraph because it has two letters (two 'graphs') representing one sound (/ae/ or /ie/ so far) but the digraph is split by a consonant (*gate, time*).

Apply — **Time: 2 minutes**

- There are very few words that end in *ie* like *lie*. Write them on the flipchart, eg, *pie, die, tie*.
- Remind the pupils we've seen that the /ie/ phoneme at the end of a word is usually represented by **-y**. Let's look at what happens to *try* when the ending changes. Show how it is it spelled in the past tense when it is *tried*, and *when* we add *-ing* to form *trying*. The same thing happens to *cry* making *cried* and *crying*.
- Tell pupils that there are very few words which are spelled *y–e*. Write them on the flip chart: *type, byte, style, hype*.

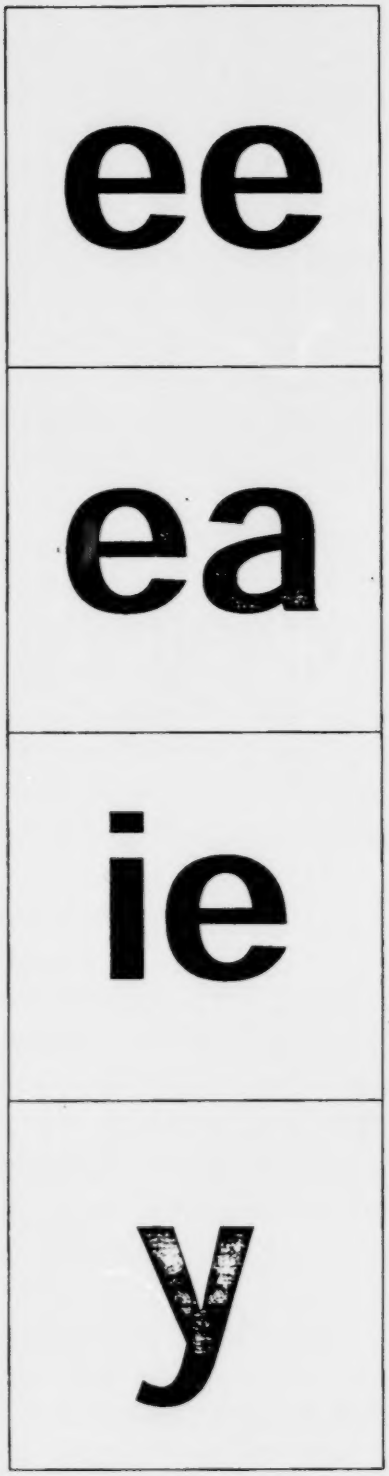
Secure — **Time: 4 minutes**

- If time allows, play the Word Building game with the following words: *strike, like, live, hive, dive, lime, mime, mile, smile, pile, pine, nine, mild, might, night, light, bright, fight, sight, sigh, high, height, hike, strike* (Pupil Sheet 5.5 and Instructions for Games).
- Discuss the conventions frame (using Pupil Sheet 5.6 and Teacher Sheet 5.7) and fill in the blank boxes with examples.
- Return to the objectives for the session.

Notes

- There are three games which need to be prepared in advance for this session.

© Crown Copyright 2001



Teacher Sheet 5.1
(Phoneme Countdown cards for /ee/ phoneme)
one copy, cut into cards and pin to flipchart

© Crown Copyright 2001

Live on 'Football Tonight'

Commentator 1	Well, I said it was going to be a fight between the giants of the game tonight and that was no lie.
Commentator 2	Let's watch that moment one more time. Here he is, in spite of recent injury, scoring just before half time.
Commentator 1	...looking quite relaxed, coming in from behind the line, it looks as if he changes his mind. He tries to swerve to the left, slices into the ball with his right foot there, guides it into the net and... *(He scores a goal and the crowd roars)*
Commentator 2	What a striker he is – never takes his eye off the opposition –
Commentator 1	...not the kind of player to hide from the action... and the other team are in crisis already...
Commentator 2	They don't know whether to laugh or cry.
Commentator 1	My goodness! It was a game that we thought would never live up to the hype but...
Commentator 2	When they write the story of this game they will never find words to describe the kind of feeling in the crowd tonight.
Commentator 1	This reminds me of the cup match of sixty nine.
Commentator 2	This is a team that just shines. This year they are flying high...
Commentator 1	I don't know about you but I didn't realise how fine a player he really is until this moment.
Commentator 1	What a sublime moment in the game!
Commentator 2	Has a team really ever reached these heights before?

Pupil Sheet 5.2 (Live on 'Football Tonight')
one copy per pair
one A3 copy for modelling

© Crown Copyright 2001

fight	giants	slices	right
tonight	behind	eye	guides
time	line	hide	striker
spite	mind	crisis	cry
hype	kind	write	find
remind	nine	shines	flying
realise	fine	sublime	my
quite	tries	heights	describe
live	I	high	lie

Pupil Sheet 5.3 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

igh	i-e	i	y-e	y	ye	ie
fight tonight high tight	time spite realise quite live line nine fine slices hide write shines sublime guides striker describe	remind giants behind mind kind I crisis find	hype	flying cry my	eye	tries lie
heights						

Teacher Sheet 5.4 (Word Sort notes)
one copy

© Crown Copyright 2001

i-e		igh	l
v	f	k	e
m	n	p	r
s	t	i	d
p	h	b	m
h	n		

Pupil Sheet 5.5 (Word Building cards)
one copy per pair, cut into cards

© Crown Copyright 2001

Conventions frame

When the /ie/ phoneme is in the middle of a word it is usually spelled _____ like _____

It can also be spelled

_____ like _____

_____ like _____

_____ like _____

Most **-igh** words end in _____

Examples

_____

_____

_____

_____

When the /ie/ phoneme is at the end of a word it is usually spelled _____ like _____

It can also be spelled

_____ like _____

_____ like _____

Exceptions are

_____

_____

_____

_____

Pupil Sheet 5.6 (conventions frame for /ie/ phoneme) one copy per pupil

© Crown Copyright 2001

Conventions frame

When the /ie/ phoneme is in the middle of a word it is usually

spelled *i-e* like *hide*

It can also be spelled

igh like *night*

ie like *tries*

i like *mind*

Most -igh words end in

t

Examples

night
sight
light
bright
tight
fight

When the /ie/ phoneme is at the end of a word it is usually

spelled *y* like *cry*

It can also be spelled

igh like *high*

ie like *pie*

Exceptions are

height
hype
eye

Teacher Sheet 5.7 (conventions frame notes)
one copy

© Crown Copyright 2001

Session 6 The /oe/ phoneme

Objectives	Key terms	Materials
■ To be able to identify the /oe/ phoneme and to know the most common spellings of this phoneme.	Phoneme: smallest unit of sound in a word. Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant, eg *make*.	■ Brain Bank, blank hexagon (page 275) and Teacher Sheet hexagon (page 274) ■ Teacher Sheet 6.1 (Phoneme Countdown cards, one set) ■ Team Sort boards (four) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheet 6.2 (one per pair) ■ Pupil Sheet 6.2 (enlarged version) ■ Pupil Sheet 6.3 (Word Sort cards, one set) ■ Pupil Sheet 6.4 (Extended Word Sort cards, one set) ■ Teacher Sheet 6.5 (Word Sort notes) ■ Pupil Sheet 6.6 (conventions frame) ■ Teacher Sheet 6.7 (conventions frame notes)

Remember

Time: 4 minutes

- Add information on the /ie/ phoneme to the Brain Bank from the previous session using a hexagon.
- Play the Phoneme Countdown game with the /ie/ phoneme using Teacher Sheet 6.1 and the following words: *my, high, cry, apply, height* (reinforce the fact that there is an *e* before the *igh* in this unusual case), *strike, bike, like, light, five, while, fire, file, bite / byte, type, crime, right, grind, child, kind, spine, line, fly, crying, cried*.

Model

Time: 5 minutes

- Read the telephone conversation play script (Pupil Sheet 6.2, 'On the Phone'). Ask pupils what the speakers are talking about.
- Ask two pupils to take parts and the others to put up their hands or join in when they hear the /oe/ phoneme. Underline these examples of the /oe/ phoneme on the enlarged script.

© Crown Copyright 2001

Try | **Time: 4 minutes**

- Spread out the word cards on Pupil Sheet 6.3. Start with the word *no* and identify where the phoneme is in the word and the letter that represents it. Find other words in which the /oe/ phoneme is represented by the same letter: *going, hello, so, open, only, don't, hold*. Follow the same sequence for *loan, loaded, home, phone, borrow, own, grow*.
- Discuss the different ways that the phoneme is represented: *o/oa/o-e/ow*. Put these labels on the team shirts.

Apply | **Time: 4 minutes**

- Play the Team Sort game using extended Word Sort cards (Pupil Sheet 6.4, Teacher Sheet 6.5). Explain that if they come across words that do not belong in any of these teams they should put them to one side.
- *Sew, foe, hoe* and *soul* will be on one side. Say that these are uncommon representations of the /oe/ phoneme.

Secure | **Time: 3 minutes**

- Fill in the conventions frame and draw lines from the conventions to the examples, using Pupil Sheet 6.6 and Teacher Sheet 6.7.
- Return to the objective for the session.

Notes

- Word Sort cards last longer if they are on card rather than on paper.

© Crown Copyright 2001

Teacher Sheet 6.1
(Phoneme Countdown cards for /ie/ phoneme)
one copy, cut into cards and pin to flipchart

© Crown Copyright 2001

On the Phone

We hear the dialling tone, then the sound of the phone ringing

Jed *(Picks up the phone)* – Hello.

Liz Are you going tonight?

Jed Can't. No money.

Liz I'll loan you some.

Jed No – I'm so skint I'll never pay it back.

Liz What about your sister? She's loaded…

Jed No – she's already going, she'll say no. Anyway we had a row.

Liz You made up though.

Jed No, that was last week. Yesterday she told me not to open my big mouth. She's a cow.

Liz *(Groans)* Grow up.

Jed No, she's a nightmare. She never leaves me alone. Anyway, she's older than me. She should know better.

Liz (*In a low voice*) I hope you didn't tell her I was going to be there. My Mum doesn't know.

Jed Hold on. *(Calls downstairs to his sister)* Can I borrow some money?

Liz Only if you help me with my homework.

Jed I have to help her with her homework! No way is it worth it.

Liz Look, if you don't come I'm going to have to go on my own…and how will I get home?

Pupil Sheet 6.2 ('On the Phone')
one copy per pair
one A3 copy for modelling

© Crown Copyright 2001

hello	going	no	loan
loaded	though	grow	open
hold	borrow	only	home
own	don't	so	know

Pupil Sheet 6.3 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

choke	bloke	blown	crow	show
hose	cloak	soak	hope	hole
hoax	radio	stole	robe	phobia
lobe	croak	globe	gloat	foe
slowly	alone	lonely	process	soldier
slope	tomorrow	chose	clothes	grow
growth	co-ordinate	role	control	stereo
charcoal	component	flowchart	flow	sew
modem	photocopy	poem	patrol	goal
scroll	whole	soul	throw	below
spoke	provoke	token	bingo	over
potato	oak	moan	groan	toast
throat	cold	shadow	gold	old
vote	woke	tone	bowl	close

Pupil Sheet 6.4 (Extended Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

o	oa	o-e	ow	others
radio	cloak	choke	blown	sew
phobia	soak	bloke	crow	foe
process	hoax	hose	show	hoe
soldier	croak	hope	slowly	soul
co-ordinate (reinforce which *o* makes the /oe/ phoneme – the first one)	gloat	hole	tomorrow	
control	charcoal	stole	grow	
stereo	goal	robe	growth	
component (in 'component' and 'control' reinforce which *o* makes the long vowel /oe/ phoneme – the first *o* makes a short vowel phoneme)	oak	lobe	flowchart	
modem	moan	globe	flow	
photocopy	groan	chose	throw	
poem	toast	alone	below	
patrol	throat	lonely	shadow	
scroll		slope		
bingo		chose		
over		clothes		
potato		role		
cold		whole		
gold		spoke		
bold		provoke		
old		token		
		vote		
		woke		
		tone		
		close		

Teacher Sheet 6.5 (Word Sort notes)
one copy

© Crown Copyright 2001

Conventions frame

Draw a line from the conventions to the correct examples

choke

boast

poem

control

below

tomorrow

although

open

vote

hope

coal

froze

whole

float

over

oat

When the /oe/ phoneme is in the middle of a word it is usually spelled

_____

It can also be spelled

_____ or _____

When the /oe/ phoneme is at the end of a word it is usually spelled

_____

It can also be spelled

_____

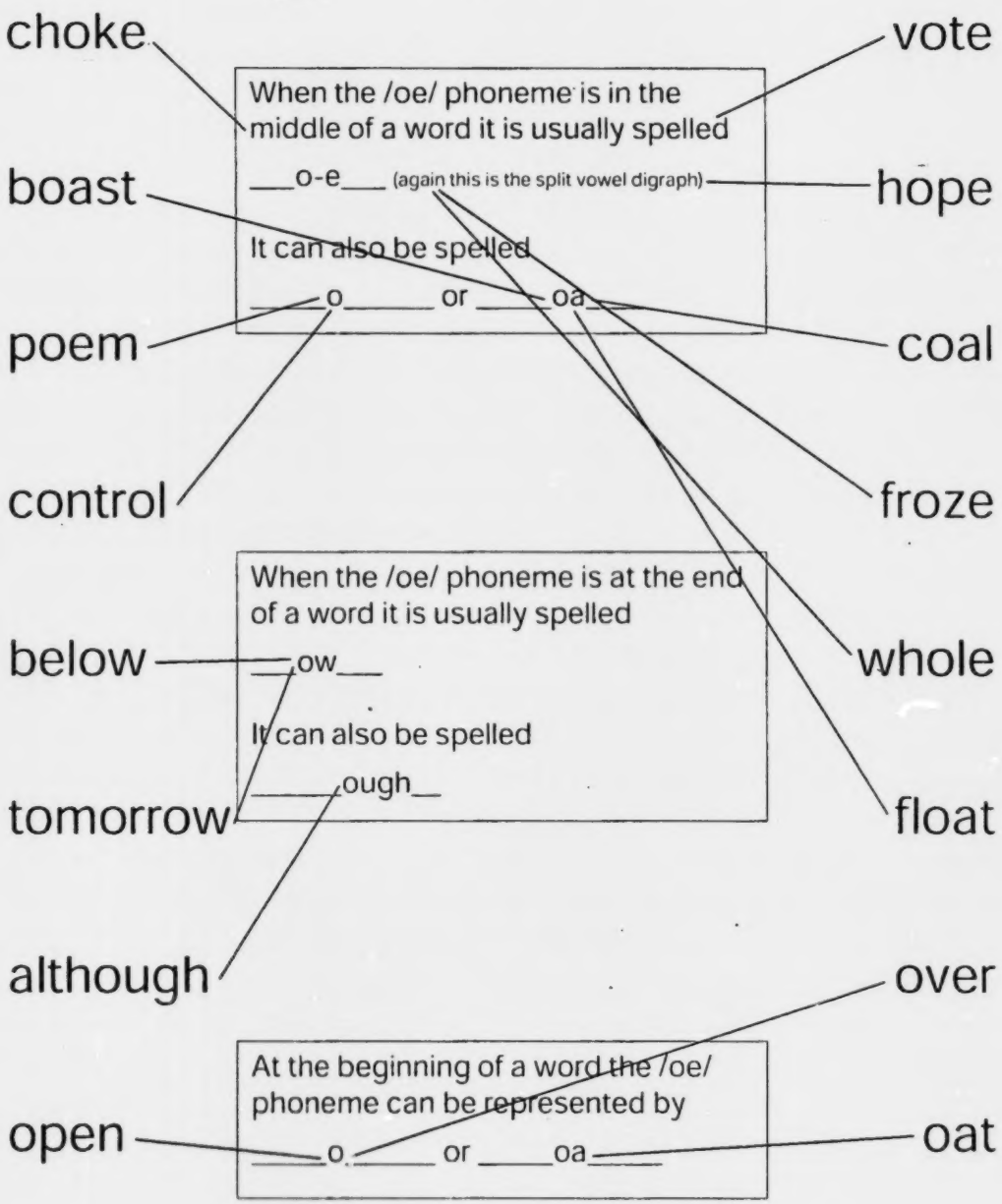
At the beginning of a word the /oe/ phoneme can be represented by

_____ or _____

Pupil Sheet 6.6
(conventions frame for /oe/ phoneme)
one copy per pupil

© Crown Copyright 2001

Conventions frame



Teacher Sheet 6.7 (conventions frame notes)
one copy

© Crown Copyright 2001

Session 7 The /ue/ phoneme

Objectives	Key terms	Materials
■ To be able to identify the /ue/ phoneme and know its most common spellings.	Phoneme: smallest unit of sound in a word. Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant, eg *make*. Long vowel: eg /ue/ as in *blue, flute* or *moon*.	■ Brain Bank and blank hexagon (page 275) ■ Teacher Sheet 7.1 (Phoneme Countdown cards, one set) ■ Pupil Sheet 7.2 (one per pair) ■ Pupil Sheet 7.2 (enlarged version) ■ Team Sort boards (five) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheet 7.3 (Word Sort cards, one set) ■ Teacher Sheet 7.4 (Word Sort) ■ Pupil Sheet 7.5 (Spelling Challenge cards, one set) ■ Pupil Sheet 7.6 (conventions frame, one per pupil) ■ Teacher Sheet 7.7 (conventions frame notes)

Remember — Time: 4 minutes

- Add information about the /oe/ phoneme to the Brain Bank on a hexagon.
- Play the Phoneme Countdown game for /oe/ using cards from Teacher Sheet 7.1 and the following words: *know, no, coat, vote, croak, radio, flow, load, go, hope*. Add any that the group found particularly difficult.

Model — Time: 5 minutes

- Introduce the session objective: identifying the /ue/ phoneme.
- Read the letter (Pupil Sheet 7.2, 'Rude Youth') out loud. (This text sounds better when read in an indignant snooty voice, which also helps to emphasise the /ue/ phoneme.)
- Read first paragraph modelling the process of hear/identify/underline.
- Group continue, saying /ue/ words aloud and underlining them. (Each pair or trio could be allocated specific paragraphs.)

© Crown Copyright 2001

Try

Time: 4 minutes

- Tell pupils that the most common spellings of the /ue/ phoneme are: *oo, ue, u–e, ew, u*. Place the T-shirt labels on the Team Sort cards from Pupil Sheet 7.3. Explain that there may be some words that do not fit into these teams and we will have to leave them to one side, then create new teams later.
- Play the Team Sort game (Teacher Sheet 7.4).
- Look at the words left to one side. Elicit what the extra teams are. Create new teams for, eg *o–e, ou, o, oe*. Explain that these are less common.

Apply

Time: 3 minutes

- Play the Spelling Challenge game (Pupil Sheet 7.5). Explain that most of these words will help them to practise using what they have learned about making a best guess. Only one or two of the words on the cards come from the passage.

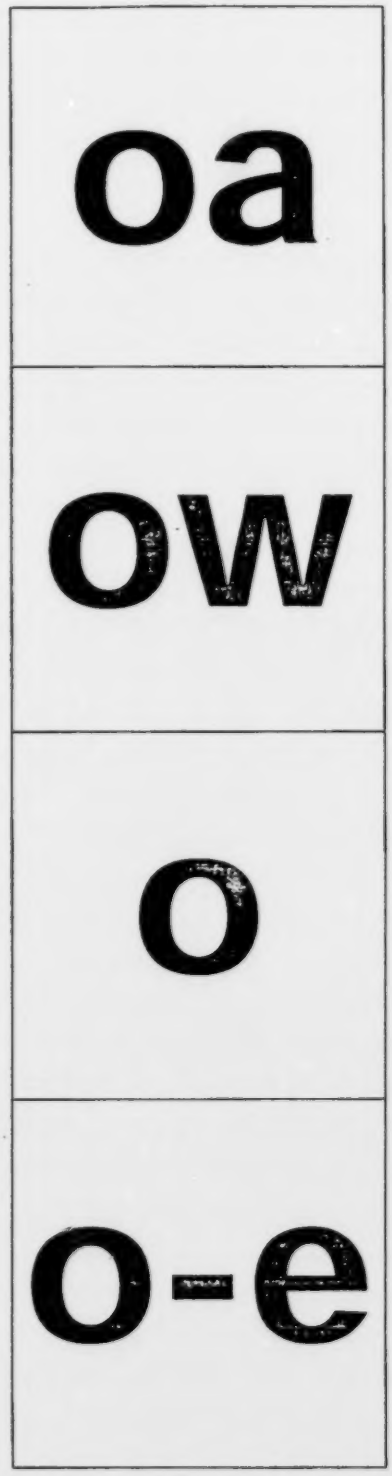
Secure

Time: 4 minutes

- Draw conclusions and fill in the conventions frame (Pupil Sheet 7.6). Refer to Teacher Sheet 7.7.
- Return to the objective for the session.

Notes

© Crown Copyright 2001



Teacher Sheet 7.1
(Phoneme Countdown cards for /oe/ phoneme)
one copy, cut into cards and pin to flipchart

© Crown Copyright 2001

Rude Youth Needs Uniform

From Mrs L Fortescue-Smythe

Dear Sir,

I am writing to you because I do not approve of the views expressed in the article about school uniform in last week's newspaper. Your article made me fume.

In my view, school uniform is an essential part of children's education. The article suggested that young people at Tanford School think that it is cruel to make them wear a blue blazer and black shoes. This is not true.

There are very few rules that today's youth have to follow. They would certainly change their tune if they knew what freedom they really have today.

Many teenagers I meet are rude and useless. They haven't a clue what proper behaviour is. They throw food in the street and are extremely moody. It may sound prudish but I also object to their crude jokes. I for one do not find their jokes amusing. They are foolish.

To conclude, I think that without a proper dress code children of this age lose all sense of right and wrong. They will be running around nude next. We must make sure that they use their brains and wear uniform instead of running around the streets making huge amounts of trouble.

Yours faithfully
LAETITIA FORTESCUE-SMYTHE

Pupil Sheet 7.2 ('Rude Youth')
one copy per pair
one A3 copy for modelling

© Crown Copyright 2001

true	views	approve	you	uniform
fume	education	cruel	school	blue
few	shoes	knew	rude	useless
clue	food	crude	amuse	fools
prude	do	huge	nude	lose
to	tune	moody	conclude	youth
newspaper				

69

Pupil Sheet 7.3 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

ue	u	u-e	ew
true cruel blue clue	uniform education	fume rude useless crude prude amuse huge nude tune conclude	few knew newspaper
oo	**ie**	**o-e**	**ou**
school food fools moody	views	approve lose	you youth
o	**oe**		
do to	shoes		

Teacher Sheet 7.4 (Word Sort)
one copy

© Crown Copyright 2001

muse	rude	hoop
mule	glue	crew
chew	prune	conclude
useless	you	brew

Pupil Sheet 7.5 (Spelling Challenge cards)
one copy, cut into cards

© Crown Copyright 2001

Conventions frame

When the /ue/phoneme is at the end of the word it is usually spelt _____

like_____

or _____ like _____.

When the /ue/ phoneme is in the middle of the word it is usually spelt_____

like_____.

Another very common spelling for this phoneme in the middle of a word is ____

like_____.

At the beginning of a word the /ue/ phoneme is usually spelt_____like_____.

Pupil Sheet 7.6
(conventions frame for /ue/ phoneme)
one copy per pupil

© Crown Copyright 2001

Conventions frame

When the /ue/phoneme is at the end of the word it is usually

spelt ew

like knew, new, few

or ue

like blue, true.

When the /ue/ phoneme is in the middle of the word it is usually

spelt u-e

like tune or rude.

Another very common spelling for this phoneme in the middle of a word is _oo_

like school, fool.

At the beginning of a word the /ue/ phoneme

is usually spelt u as in uniform.

Teacher Sheet 7.7 (conventions frame notes)
one copy

© Crown Copyright 2001

Session 8 Revising long vowel choices

Objectives	Key terms	Materials
■ **To recall the most common spellings of the long vowel phonemes /ai/, /ee/, /ie/, /oe/, /ue/.** ■ **To select the correct or 'best guess' spelling of these long vowel phonemes.**	Phoneme: smallest unit of sound in a word.	■ Brain Bank and blank hexagon (page 275) ■ Route to Spelling (page 283) ■ Pupil Sheet 8.1 (sentence strips, one set) ■ Pupil Sheets 8.2 and 8.3 (Cloze Spelling, one set per pair) ■ Whiteboards and pens for each pupil

Remember — Time: 3 minutes

- Add information to the Brain Bank on a hexagon. Ask the pupils to think back over the last five sessions, referring to the Brain Bank:
  Q: *'What have we learnt about in the last five sessions?'*
  A: *Long vowels: /ai/, /ee/, /ie/, /oe/, /ue/.*
  Q: *'What do we do if we have to spell one of these long vowel phonemes and we are not sure of the correct spelling?'*
- Prompt pupils to explain the following sequence in their words:
  - *say* the word
  - *hear* and *identify* long vowel phoneme
  - *draw* on existing knowledge of range of possible spellings, similar known words and spelling conventions for this phoneme
  - *see* if it looks right
  - *write* the word
  - *check*: does it look right?

Model — Time: 4 minutes

- Show the Route to Spelling thinking frame. Read the signposts along the road. Place the sheet somewhere that the pupils can see throughout the session.
- Ask one of the pupils to read one of the sentence strips, and then to repeat the first of the underlined words (Pupil Sheet 8.1).
- Model the following:
  - Say the word out loud identifying the long vowel phoneme eg *speak, /ee/.*
  - Say and write phonemes or letters which come before and after the long vowel phoneme, eg write *sp* and *k*.
  - Run through range of possible spellings, and reject unsuitable choices based on knowledge of conventions or analogous words, eg '/ee/ can be spelt *-y* at the end of the word (for example, *happy*), or *-ee, -ea, -ie* within words. It rhymes with *week* and *weak* so it could be spelled either way.'

© Crown Copyright 2001

- Write the correct version of long vowel phoneme and check visually: *'does it look right?'* Or write a wrong, but plausible, version of the vowel phoneme (where there are two more-or-less possible spellings) and ask pupils to check visually and then correct it based on knowledge of conventions. For example, write *speek* and *speak* and decide which one looks right.

- Repeat this process for one other *underlined* word on the sentence strip. Remind the pupils that this is the process written on the Route to Spelling thinking frame.

Try — **Time: 4 minutes**

- Now swap roles so that you read the sentences and the pupils spell the *underlined* words.
- Repeat the above process, but read the sentences and repeat the *underlined* words, while pupils attempt to spell them accurately or plausibly, based on knowledge of conventions.
- Remind pupils about the Route to Spelling.

Apply — **Time: 5 minutes**

- Now pupils work in pairs to follow the sequence as above, but this time with longer texts.
- Complete Cloze Spelling, using Pupil Sheets 8.2 and 8.3.
- One pupil reads text 1a aloud, while the other pupil writes words in cloze sheet 1b. Swap roles so that one pupil reads out text 2a and the other pupil completes text 2b.

Secure — **Time: 4 minutes**

- Ask pupils to swap texts to check their spellings:
  - use the text to check for accuracy
  - pupils correct own errors
  - pupils select any spellings that they need to learn.
- Review the session objective.
- Remind pupils that they have learned how to think back and use what they know in order to spell words they hear.

Notes

© Crown Copyright 2001

Three weeks later, on a bright sunny day, the insane old man whistled a tune.

Eight minutes is all it takes to fly around the universe – if you cheat.

Pupil Sheet 8.1 (sentence strips)
one copy, cut into two strips

© Crown Copyright 2001

Read this aloud to your partner.

Text 1a

Sports Day

Last year, sports ***day*** was in ***June***. It was very hot and the sun shone brightly. Feeling full of ***excitement***, Ms White came to see the children ***race***. But she was **soon** bored and began to ***doze***. Suddenly, she ***woke*** up in ***fright***. She had dreamt that she was in a relay race, running as part of the ***blue*** team and that she was about to ***lose***. "I must ***go***!" she ***cried***. "Where is my ***coat***?"

Fill in the spaces as your partner reads this aloud.

Text 2b

Another Near Miss

This _____, _____more planes had to wait an extra 5–20 minutes in the _____ because there was _____ _____on the runway for them to land. Making a statement _____ the_____, a spokeswoman from the airport said, "____ have enough ____ at _____, but during the day too many planes _____ to land within a short_____ ."

Pupil Sheet 8.2 (Cloze Spelling, long vowel revision)
one copy per pair

© Crown Copyright 2001

Read this aloud to your partner.

Text 2a

Another Near Miss

This ***week***, ***five*** more planes had to wait an extra 5–20 minutes in the ***sky*** because there was ***no room*** on the runway for them to land. Making a statement ***over*** the ***phone***, a spokeswoman from the airport said, "***We*** have enough ***space*** at ***night***, but during the day too many planes ***need*** to land within a short ***time***."

Fill in the spaces as your partner reads this aloud.

Text 1b

Sports Day

Last year, sports _____ was in_____ . It was very hot and the sun shone brightly. Feeling full of_____ , Ms White came to see the children_____ . But she was _____ bored and began to_____. Suddenly, she _____ up in _____ . She had dreamt that she was in a relay race, running as part of the _____ team and that she was about to _____. "I must ____ !" she_____ . "Where is my_____ ?"

Pupil Sheet 8.3 (Cloze Spelling, long vowel revision) one copy per pair

© Crown Copyright 2001

Session 9 Doubling consonants

Objectives	Key terms	Materials
■ To be able to identify when consonants double if the suffix -ing is added.	Suffix: a morpheme (smallest unit of meaning) added to the end of a word to form a new word.	■ Pupil Sheet 9.1 (Long or Short? board, A3 laminated) ■ Pupil Sheets 9.2 and 9.3 (Long or Short word cards, one set of each) ■ Pupil Sheet 9.4 (one per pair) ■ Teacher Sheet 9.5 ■ Teacher Sheet 9.6 (A3 laminated) ■ Pupil Sheet 9.7 (conventions frame, one per pupil) ■ Teacher Sheet 9.8 (conventions frame notes)

Remember — Time: 3 minutes

- Play Long or Short? game (see Instructions for Games and Pupil Sheets 9.1, 9.2).
- Leave the completed board where it can be seen later.

Model — Time: 5 minutes

- Introduce the objectives for the session.
- Use word cards from Pupil Sheet 9.3.
- As a group, match the base form with its modified form *-ed* or *-ing*.
- Ask the group to decide what has happened to *stop* when an ending is added. (Answer: its consonant has doubled.) Ask if there are other words on the table that behave in the same way. Group them together (*gripping*).
- Ask the group what has happened to *keep* when the ending is added. (The consonant has not doubled.) Group the remaining words together.
- Ask the group 'What kind of vowel is *stop*?' (Answer: short). Are the others in that group the same kind of vowel? Refer back to the chart used earlier. Ask the group 'What kind of vowel is *keep*? (Answer: long). Refer back to the chart used earlier. Are the others in the group the same kind of vowel?
- What pattern do we notice? Encourage pupils to reflect on the fact that we have noticed that short vowels double the final consonant when an ending is added and long vowels do not.

© Crown Copyright 2001

Try

Time: 4 minutes

- Read the first paragraph to the group ('A gripping, heart-stopping thriller', Teacher Sheet 9.5).
- Working in pairs, ask pupils to add *-ing* to the base words on Pupil Sheet 9.4. Some of these are words looked at above; some are words following the same rule but which the group have not met before.
- Check.
- Discuss the kind of atmosphere being created here. How do the *-ing* forms we have noticed contribute to that effect? (See notes on Teacher Sheet 9.5.)

Apply

Time: 5 minutes

- Read the second paragraph of the thriller (Teacher Sheet 9.6) to the group.
- With the group, underline in one colour all the words which have two consonants after the vowel. Point out that words with a short vowel need two consonants. If they have one already, we double it when adding a suffix. If there are two consonants already, we leave them alone.

Secure

Time: 3 minutes

- Fill in the conventions frame (Pupil Sheet 9.7) together. Refer to the notes (Teacher Sheet 9.8). Ask pupils to draw a line from the examples to the 'rules' on the conventions frame.
- Refer the group to the word *hope*. Ask what happens to *hope* when you change the ending. (Answer: the *e* disappears.)
- Tell the pupils that we are going to focus on the word *hope* and other words like it in next session.

Notes

© Crown Copyright 2001

	a	e	i	o	u
Long					
Short					

Pupil Sheet 9.1 (Long or Short? board)
enlarge to A3, could be laminated

© Crown Copyright 2001

hate	teeth	light	loan	uniform
wait	ceiling	wise	bone	tune
gate	leak	style	go	new
apple	left	lit	lot	up
snap	check	flint	cost	chuck
flap	petal	chick	shock	must

Pupil Sheet 9.2 (Long or Short? word cards 1)
one copy, cut into cards

© Crown Copyright 2001

keep	keeping
beat	beating
stop	stopping
grip	gripping

Pupil Sheet 9.3 (Long or Short? word cards 2)
one copy, cut into cards

© Crown Copyright 2001

A grip___, heart-stop___ thriller...

Keep___ close to the wall, I tried

creep___ through the darkness as

silently as I could. Even my heart

seemed to be beat___ too loudly in

the silence. Then there was a sharp

tap___ on the wall near me. My

heart stopped. Suddenly I was

run___.....

Pupil Sheet 9.4 ('A gripping, heart-stopping thriller')
one copy per pair

© Crown Copyright 2001

A gripping, heart-stopping thriller...

Keeping close to the wall, I tried **creeping** through the darkness as silently as I could. Even my heart seemed to be **beating** too loudly in the silence. Then there was a sharp **tapping** on the wall near me. My heart **stopped**. Suddenly I was **running**.....

In this text the author has chosen to use words with long vowels because they seem to create a 'spooky' feeling.

The words with short vowels and double consonants appear at the point when the text describes panic and sharp noises.

Teacher Sheet 9.5 (paragraph 1)
one copy

© Crown Copyright 2001

Suddenly I was running, my heart drumming and pounding, blood pumping in my ears. The ground sloped without warning and I slipped, cracking my shin. Hopping, and screaming in pain, I tripped. The ground disappeared and I found myself dropping through the darkness, flapping my arms uselessly like a bird. Hoping more than anything that I was mistaken, I was sure I was falling towards the distant sound of an axe chopping...

Teacher Sheet 9.6 (paragraph 2)
enlarge to A3, could be laminated

© Crown Copyright 2001

Conventions frame

Draw a line from the conventions to the correct examples

A word doubles its consonant when an ending is added if.....	tapping pumping feeling
A word does not double its consonant when an ending is added if..... or.....	keeping sleeping hopping beating gripping leaping flapping

Pupil Sheet 9.7 (conventions frame for doubling)
one copy per pupil

© Crown Copyright 2001

A word doubles its consonant when adding an ending if it has a short vowel and ends in one consonant like *tap, hop, flap.*

A word does not double a consonant if it has a long vowel like *leap, feel,* or if it ends in more than one consonant already, like *pump, stretch.*

Teacher Sheet 9.8 (conventions frame notes)
one copy

© Crown Copyright 2001

Session 10 Adding suffixes to words which end in -e

Objectives	Key terms	Materials
■ To understand why some words drop *-e* when their ending is changed.	Split vowel digraph: two vowels which make one vowel phoneme but are split by a consonant, eg *make*. Suffix: a morpheme (the smallest unit of meaning) added to the end of a word to form a new word. Vowel suffix: a suffix beginning with a vowel.	■ Brain Bank and blank hexagon (page 275) ■ Teacher Sheet 10.1 (A3) ■ Teacher Sheet 10.2 (word cards, one set) ■ Pupil Sheet 10.3 (word cards for Memory Game, one set per pair) ■ Teacher Sheet 10.4 (suffix word cards, one set) ■ Teacher Sheet 10.5 (A3 laminated) ■ Pupil Sheet 10.6 (word cards, one set) ■ Wipe-off markers

Remember — Time: 2 minutes

■ Add a hexagon to the Brain Bank which summarises the information on doubling consonants.

Model — Time: 5 minutes

■ Read the next instalment of the story (Teacher Sheet 10.1).
■ Circle *hoping*. How does it sound different from *hopping*? (It has a long /oe/ phoneme.) Write *hope* on the board and underline the split vowel digraph *hope*. Can the pupils remember what this spelling of the long */oe/* phoneme is called? Refer back to the session on the long /oe/ – remember the term *split digraph*. Remind the group what this means.
■ Place the word cards *hop* and *hopping* from Teacher Sheet 10.2 on the table.
■ Place the word cards *hope* and *hoping* on the table.
■ Ask pupils what happens to *hop* when *-ing* is added. (Answer: it doubles its consonant.) Why? (Refer to the Brain Bank hexagon: short vowels double consonants.)
■ Ask what happens to *hope* when *-ing* is added? (Answer: it loses its *-e*.)
■ This is because it contains a split digraph, and these words lose their *-e* when *-ing* is added.

Try — Time: 4 minutes

■ Play the Memory Game. Spread cards (Pupil Sheet 10.3) face down. Pupils take it in turns to choose a card and then to try to remember where there is a matching card (eg *come* and *coming* match, although they are not identical, because they have the same base word.)

© Crown Copyright 2001

Apply – [illegible] Time: 4 minutes

- Tell pupils that we are going to see whether split digraphs lose their *-e* when we add any ending. Spread out the suffixes *-ing, -ed, -ful* and *-less* on the table (Teacher Sheet 10.4). Spread out the *hope* cards. Follow the teaching sequence below:
  - *'What happens to the meaning of* hope *when I add* less*?'*
  - *'How is the narrator feeling when he says "It was hopeless."? What happened to the spelling of the word* hope *when we added* -ing*?'* (We dropped the **-e**.)
  - *'I am going to make the word* hopeless *on the table.'* Overlap the suffix card onto the hope card to spell the word correctly. *'What happened to the word* hope *when we added less?'* (Nothing.)
  - *'What would happen to the meaning of the word* hope *if we added the suffix* -ful*? How would the narrator be feeling if he described himself as hopeful? I am going to make* hopeful*.'* Overlap the suffix card onto the hope card to spell the word correctly.
  - *'What happens to the word* hope *when we add* -ful*?* (Nothing.) *'What other endings have been added to* hope *in the passage?'* (The suffix *-ed* was added.) *'How does the suffix* -ed *change the meaning of a word?'* (It makes it past tense.) *'I am going to make the word* hoped*.'* Overlap the suffix card onto the hope card to spell the word correctly. *'What has happened to the spelling of the word* hope*?'* Reinforce the fact that we have placed the *-ed* ending over the top of the *e* at the end of *hope* so that there are not two *-es*.
  - *'Look back at the words we have made. Which have lost the* -e *and which have not?'* Move them into two clear groups. *'So what is different about the suffixes when the* -e *has been lost?'* (They begin with a vowel.)

Secure Time: 5 minutes

- Refer back to Teacher Sheet 10.1 (The next instalment) used earlier. Discuss what happens when the light goes on, using Teacher Sheet 10.5 (Thriller endings).
- Use the laminated endings sheet and the word / letter cards (Teacher Sheet 10.5 and Pupil Sheet 10.6). Pupils use the cards to create possible words for the gaps in the text and write them in the boxes with wipe-off markers. See if they can create different impressions. How can they make the creature sound frightening (eg *hateful, biting, fearless*)? How can they make the creature sound appealing (eg *helpless, loving*)? Encourage the pupils to play with the cards to create words, discarding any that they feel are not real words.
- Review the objective. Tell pupils that next time they will revise doubling and dropping letters at the ends of words.

Notes

© Crown Copyright 2001

90

Coming towards me through the dim light was a terrifying creature. It was **raging** like a wild beast, **making** dreadful chopping noises with its claws.

Hoping not to be seen, I tried **hiding** in the shadows.

It was *hopeless*. The monster was changing direction and **moving** towards me. I closed my eyes and *hoped* for rescue.

Then a light came on.....

Teacher Sheet 10.1 (The next instalment)
enlarge to A3

© Crown Copyright 2001

hope	hoping
hop	hopping

Teacher Sheet 10.2 (word cards)
one copy, cut into cards

© Crown Copyright 2001

come	coming	hide	hiding
care	caring	change	changing
make	making	strike	striking
hate	hating	rage	raging

Pupil Sheet 10.3 (word cards for Memory Game)
one copy per pair, cut into cards

© Crown Copyright 2001

hope	ed
hope	ful
hope	less
hope	ing

Teacher Sheet 10.4 (suffix word cards)
one copy, cut into cards

© Crown Copyright 2001

Then a light came on.....

The monster was actually a [ ] creature

with a [ ] face.

It was [ ] its paws and [ ] across the room

Teacher Sheet 10.5 (Thriller endings)
enlarge to A3, could be laminated

© Crown Copyright 2001

hop	hope	ed
help	hate	ing
slip	love	ful
slide	bite	less
like	stride	fear
lick	power	

Pupil Sheet 10.6 (word cards)
one copy, cut into cards

© Crown Copyright 2001

Session 11 Suffixes (2)

Objectives

- To be able to add suffixes to words, doubling consonants and dropping *-e* where appropriate.

Key terms

Suffix: a morpheme added to the end of a word to form a new word, eg *-ing, -s, -ed, -ful*.
Verb: a word that expresses an action, a happening, a process or a state.
Irregular verb: a verb that changes its base word in the past tense, eg *run/ran*.

Materials

- Pupil Sheets 9.7 (conventions frame) from last session
- Route to Spelling (page 283)
- Brain Bank and blank hexagons (page 275)
- Teacher Sheet hexagons (page 274)
- Pupil Sheet 11.1 (word cards, one set)
- Pupil Sheet 11.2 (suffix cards, one set)
- Pupil Sheet 11.3 (Cloze Spelling, one per pupil)
- Teacher Sheet 11.4 (Cloze Spelling)
- Whiteboards and markers
- Blu-tack

Remember

Time: 4 minutes

- Return to the conventions frame from session 9 (Pupil Sheet 9.7). Recap on the conventions and examples. Recap on the term *suffix*.
- Return to the word *hope* and the suffixes introduced in session 10 (*-ing, -ed, -ful, -less*).
- Write *hope* on the whiteboard. Ask the pupils if they remember what happens to hope when we add *-ing*. (We drop the *-e*). Add the other suffixes to *hope* on the whiteboard. Ask the pupils to remember why the *-e* is dropped for some suffixes and not others. (Answer: if the suffix begins with a vowel you drop the e, eg *hope, hoping*; when the suffix begins with a consonant you do not drop the *-e*, eg *hope, hopeful*.)
- Add these rules to two or three hexagons on the Brain Bank (see page 274).

Model

Time: 5 minutes

- Put the Route to Spelling thinking frame on the board. Recap the signposts.
- *'We have stored all our knowledge about the conventions in our Brain Bank. Remember that the Route to Spelling shows us how to use what we know. We have just revised what we know about doubling and dropping letters when we add a suffix to a word. Let's use what we know, in the game Double or Drop?'*
- Play the Double or Drop? game using word cards and suffix cards (Pupil Sheets 11.1, 11.2).
- Tell the pupils that in this game some of the verbs added the suffix *-ed* to make the past tense, and that some of them are irregular in the past tense like *run/ran*.

© Crown Copyright 2001

Try

Time: 4 minutes

- Ask pupils which words were irregular in the past tense (*spend/spent, run/ran, find/found, fight/fought, speak/spoke, blow/blew, write/wrote, ride/rode*).

Apply

Time: 3 minutes

- Pick up the word *try*. Identify the vowel phoneme (long */e/*). Write *trying, tries, tried* on the whiteboard. Refer back to the session on the */e/* phoneme when we met *try* and words like it before. Does this word follow the rule for all the suffixes? What happens to the word *try* when we add the *-s* and *-ed* suffixes? (Answer: the *-y* becomes an *-e*.) Repeat this process with the word *dry*. What is similar about the words *try* and *dry*? Help the pupils to notice that in both words the long */e/* phoneme is made by the letter *y*.

Secure

Time: 4 minutes

- Complete the Cloze Spelling sheet, 'The Race' (Pupil Sheet 11.3, Teacher Sheet 11.4).
- Return to the objective for the session.

Notes

- The Key Stage 3 *Year 7 spelling bank* includes suggestions for work on suffixes.

© Crown Copyright 2001

help	wipe	mend	spend	run
fit	dream	slip	hop	drum
play	cheer	file	hope	back
clap	hate	find	jump	try
dry	raid	scream	fight	soak
speak	save	blow	slow	bake
write	ride	smile	wave	race

Pupil Sheet 11.1 (word cards for Double or Drop?)
one copy, cut into cards

© Crown Copyright 2001

s	ing	ed	er
s	ing	ed	er
s	ing	ed	er
s	ing	ed	er

Pupil Sheet 11.2 (suffix cards for Double or Drop?)
one copy, cut into cards

© Crown Copyright 2001

The Race

Ten minutes to go before the race was due to begin. Standing still in the baking sun, Raj began to feel _____ that he could win. He had been _____ with injury for much of the previous year, but was now back on form. '_____ is my middle name', he would say, when people asked how he had kept _____ through all the endless bad news from the doctor. He looked cool, calm and _____, but inside his heart was _____, his stomach was _____ and his mind was _____. _____ to say, he _____ to win the race.

Pupil Sheet 11.3 (Cloze Spelling, 'The Race')
one copy per pupil

© Crown Copyright 2001

The Race

Ten minutes to go before the race was due to begin. Standing still in the baking sun, Raj began to feel **hopeful** that he could win. He had been **dogged** with injury for much of the previous year, but was now back on form. '**Cheerful** is my middle name', he would say, when people asked how he had kept **smiling** through all the endless bad news from the doctor. He looked cool, calm and **collected**, but inside his heart was **thumping**, his stomach was **fluttering** and his mind was **racing**. **Needless** to say, he **wished** to win the race.

Teacher Sheet 11.4 (Cloze Spelling)
one copy

© Crown Copyright 2001

Session 12 The /oi/ phoneme

Objectives	Key terms	Materials
■ To be able to hear and identify the /oi/ phoneme. ■ To be able to spell and read words containing the /oi/ phoneme.	Phoneme: smallest unit of sound in a word.	■ Teacher Sheet 12.1 (Phoneme Countdown sentences) ■ Teacher Sheet 12.2 (Phoneme Countdown cards) ■ Teacher Sheets 4.2, 5.1, 6.1 from earlier sessions ■ Pupil Sheet 12.3 (conventions frame, one per pupil) ■ Teacher Sheet 12.4 (conventions frame notes)

Remember

Time: 3 minutes

- Play Phoneme Countdown using sentences 1 and 2 (focusing on the /ae/ and /ee/ phonemes) (Teacher Sheets 12.1, 4.2, 5.1).

Model

Time: 5 minutes

- Introduce the objectives for the session.
- Try the Rhyming Words game with the following words:
  - *boy (toy, joy, coy, enjoy, destroy, annoy, employ).* Discuss the spelling of /oi/ in this position: at end of the word /oi/ is spelt *-oy*.
  - *coin (join, groin)*
  - *boil (oil, toil, spoil, foil, despoil, recoil).*
- Discuss with pupils the fact that we can see that when /oi/ is at the beginning of a word (eg *oil*) or in the middle of a word (eg *spoil*) it is often spelt *oi*.
- Let's see what happens to the spelling of /oi/ when we add *-s* to make a plural (eg *toy/toys*); or the verb endings *-ing* (eg *spoil/spoiling*), *-ed* (eg *spoil/spoiled*), or *-s* (eg *spoil/spoils*).
- Point out to pupils that adding endings to the base word does not alter the spelling of /oi/ in any position in the word.

© Crown Copyright 2001

Try — **Time: 4 minutes**

- Play the Phoneme Countdown game (Teacher Sheets 12.1, 12.2, 6.1).
- This time use sentences 3 and 4 which focus on words with /oɪ/ and /ie/.

Apply — **Time: 4 minutes**

- Pupils should fill in the conventions frame by completing the statements, based on what they have learned during the session (Pupil Sheet 12.3).

Secure — **Time: 4 minutes**

- Return to session objective – recap conventions as described on the conventions frame (Teacher Sheet 12.4).
- Pupils should draw lines from words around the outside of the box to the matching conventions. Point out that some of the words will match more than one convention.

Notes

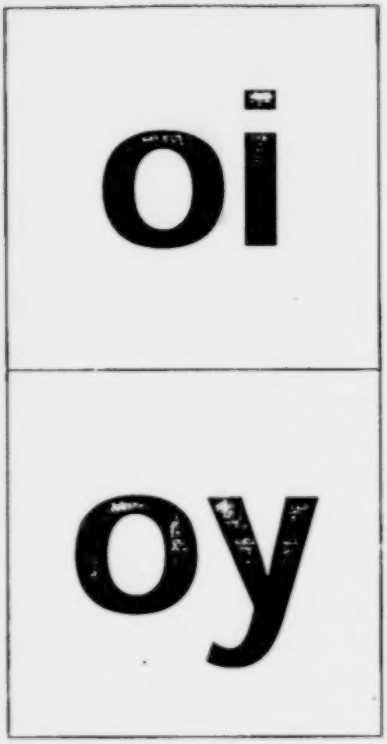
© Crown Copyright 2001

Sentences for Phoneme Countdown

1. /ae/: It was *raining* hard when the *game* started, and the *players* fell over in the mud *again* and *again*.
2. /ee/: *We* could *see* the *thief* as she *cheated* the park *keeper*.
3. /oi/: The *boys* were *joyful* that *joining* the other team did not *spoil* their chances of playing in the match.
4. /ie/: The *bright light* was *shining* in *my eyes*, making me *cry*.

Teacher Sheet 12.1
(Phoneme Countdown sentences)
one copy

© Crown Copyright 2001



Teacher Sheet 12.2 (Phoneme Countdown cards)
one copy, cut into cards and pin to flipchart

© Crown Copyright 2001

Conventions frame

Draw lines to connect the words outside the box with the spelling convention/s that apply to them.

despoil deploy coil boiling

destroy toy

spoiled join

Roy foil

recoil oil

annoying coin

boys enjoyed

Spelling conventions frame: /oi/

- /oi/ is spelt *oi* when

_____

_____

- /oi/ is spelt *oy* when

_____

_____

- When you add a suffix (**s, ing, ed**) the spelling of /oi/

_____

_____

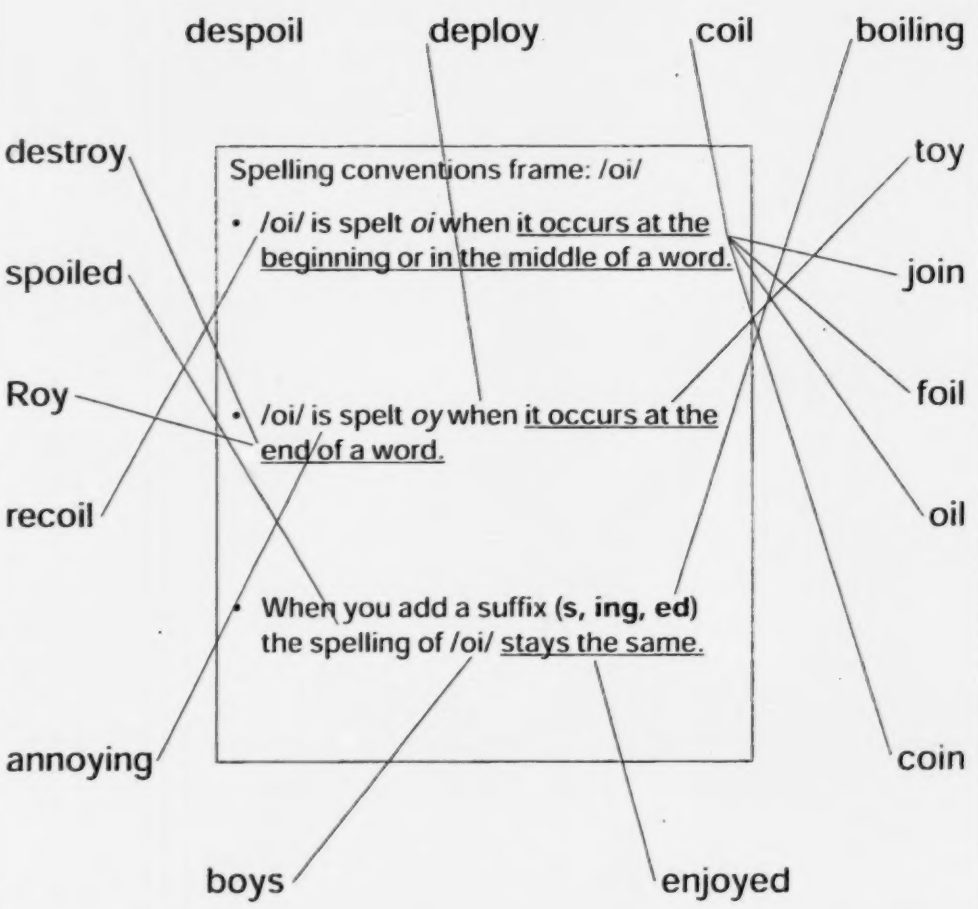
Do you know what all these words mean?

Pupil Sheet 12.3
(conventions frame for /oi/ phoneme)
one copy per pupil

© Crown Copyright 2001

Conventions frame

Draw lines to connect the words outside the box with the spelling convention/s that apply to them.



Teacher Sheet 12.4 (conventions frame notes)
one copy

© Crown Copyright 2001

Session 13 The /ow/ phoneme

Objectives	Key terms	Materials
■ **To be able to hear and identify the /ow/ phoneme.** ■ **To be able to spell and read words containing the /ow/ phoneme.**	Phoneme: smallest unit of sound in a word.	■ Brain Bank and blank hexagon (page 275) ■ Pupil Sheet 13.1 (one per pupil) ■ Pupil Sheet 13.1 (enlarged version) ■ Pupil Sheet 13.2 (conventions frame, one per pupil) ■ Teacher Sheet 13.3 (conventions frame notes) ■ Highlighter pens or coloured pencils for underlining (two colours per pupil)

Remember

Time: 2 minutes

■ Add conventions about the /oi/ phoneme to the hexagon.

Model

Time: 5 minutes

■ Introduce the objectives for the session.

■ Explain to pupils that you are going to read the first paragraph of Pupil Sheet 13.1, 'Playground Intruder'. Ask pupils to listen for the /ow/ phoneme, and indicate when they hear it. Model highlighting the part of the word which represents /ow/. Ask pupils to identify the two ways of spelling /ow/. (Answer: *-ou* and *-ow*.)

© Crown Copyright 2001

Try — Time: 4 minutes

- Ask pupils to continue to read the text as a pair, reading out loud in turns.
- Pupils should highlight the /ow/ phonemes as they hear them in the text, using a different colour for each spelling.
- Ask pupils to take note of any spelling trends.

Apply — Time: 6 minutes

- Generate sets of rhyming words.
- Taking each word in turn, suggest words which rhyme with:
  - *how (cow, now, sow, plough, brow)*
  - *out (about, shout, snout, stout, doubt)*
  - *round (sound, found, astound, confound, bound, frowned, drowned)*
  - *brown (town, clown, frown, down, drown)*.
- Other /ow/ words: *mouth, south, house, mouse, loud, cloud*.
- Write words on Post-it notes and sort into different spellings. What can we notice about the /ow / words? Fill in the conventions frame (Pupil Sheet 13.2) – refer to Teacher Sheet 13.3.

Secure — Time: 3 minutes

- Return to the objective. Recap the main learning from the session:
  - There are two ways to spell /ow/: *-ou* and *-ow*.
  - /ow/ is always spelled *-ow* at the end of words or when followed by *n*. Otherwise spell it *ou*.
- Complete the conventions frame.

Notes

© Crown Copyright 2001

Playground Intruder

"Come down here! Now!", shouted the Headteacher. His brown eyes glowered and his eyebrows met in the middle as he frowned at the stranger. She had climbed up to the top of the fountain, her long gown wound around her arm to stop it catching on the spout. We stood below, still lined up in rows ready to go in after break, staring up at her.

"I don't want to have a row with you. I know you have got the moneybox. Throw it down and then jump to the ground or we will surround you. I'm going to count to five. 1, 2, 3, 4 – ".

Suddenly she leapt down onto the grass without a sound, still holding onto the box. The headteacher pounced, but she slipped away, bounding across the playground, over the wall and out into the traffic. We just stood there, stunned and speechless, astounded by what had just happened.

Pupil Sheet 13.1 ('Playground Intruder')
one copy per pupil
enlarged copy for modelling

© Crown Copyright 2001

Conventions frame

Draw lines to connect the words outside the box with the spelling convention/s that apply to them.

proud

now

town

clout

outside

fountain

abound

crowded

frowning

eyebrow

row

shouts

cloudy

brown

spout

sound

louder

Spelling conventions frame /ow/

- The two ways to spell /ow/ are: _____ and _____
- At the end of words /ow/ is spelt _____ as in _____
- When /ow/ is followed by a single *-n* or *–ns*, it is often spelt _____ as in_____ or _____
- In most other words, /ow/ is spelt _____
- Verbs such as **frown** and **drown** do not change the spelling of /ow/ when you add *-ed* to make them into the past tense (**frowned** and **drowned**).

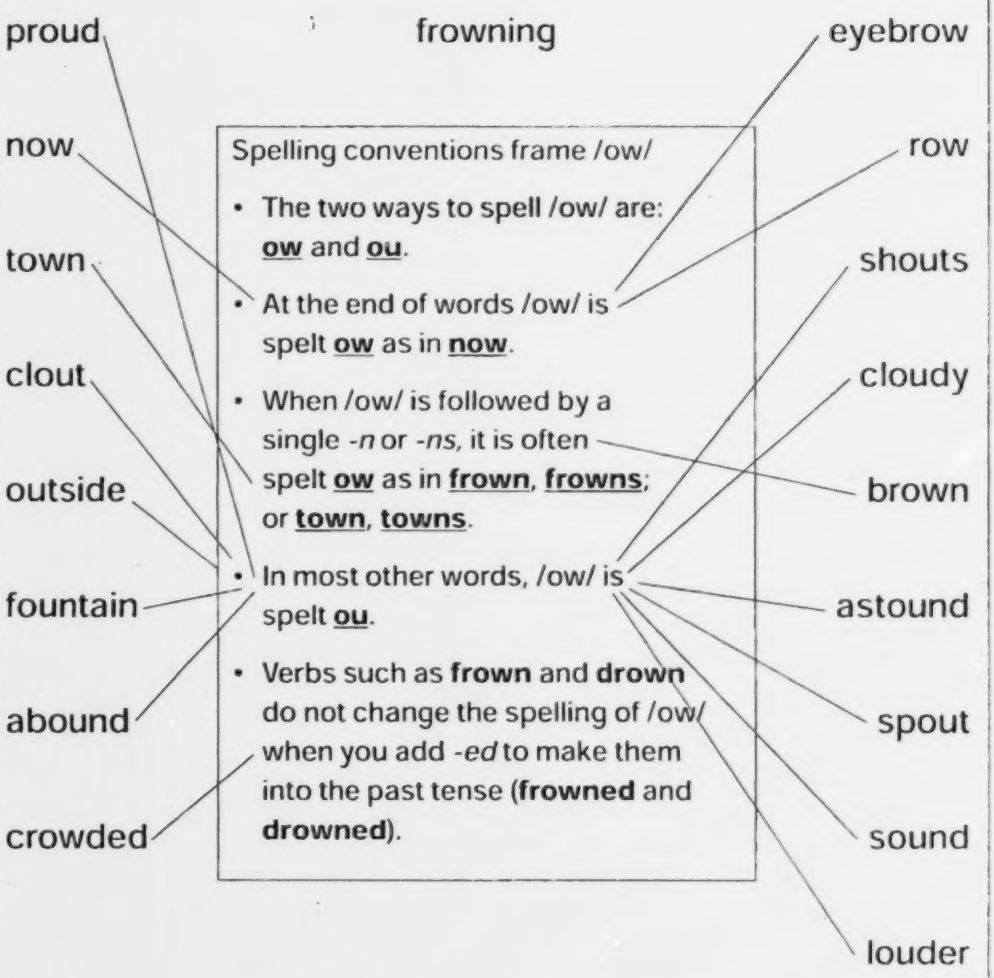
Do you know what all these words mean?

Pupil Sheet 13.2
(conventions frame for /ow/ phoneme)
one copy per pupil

© Crown Copyright 2001

Conventions frame

Draw lines to connect the words outside the box with the spelling convention/s that apply to them.


proud
frowning
eyebrow
now
row
town
shouts
clout
cloudy
outside
brown
fountain
astound
abound
spout
crowded
sound
louder
Spelling conventions frame /ow/
• The two ways to spell /ow/ are: ow and ou.
• At the end of words /ow/ is spelt ow as in now.
• When /ow/ is followed by a single -n or -ns, it is often spelt ow as in frown, frowns; or town, towns.
• In most other words, /ow/ is spelt ou.
• Verbs such as frown and drown do not change the spelling of /ow/ when you add -ed to make them into the past tense (frowned and drowned).

Teacher Sheet 13.3 (conventions frame notes)
one copy

© Crown Copyright 2001

Session 14 The /ar/ phoneme

Objectives	Key terms	Materials
■ To be able to read and spell words that contain the /ar/ phoneme.	Initial position: at the start of a word. Medial position: in the middle of a word. Final position: at the end of a word. Rhyme: words or parts of words that sound similar.	■ Brain Bank and blank hexagon (page 275) ■ Team Sort boards (two) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheet 14.1 (phoneme frame, one per pair) ■ Pupil Sheet 14.2 (consonant cards, one set per pair) ■ Pupil Sheet 14.3 (one per pupil) ■ Pupil Sheet 14.4 (Team Sort word cards, one set) ■ Pupil Sheet 14.5 (conventions frame, one per pupil)

Remember — Time: 2 minutes

■ Add information about the /ow/ phoneme on a hexagon to the Brain Bank.

Model — Time: 4 minutes

■ Try generating sets of rhyming words with the following words:
  - *car (bar, star, far, jar, tar)*
  - *cart (chart, dart, start, tart, heart).*
■ Discuss the position of the /ar/ phoneme (usually either the final or medial position in the word). Tell pupils which letters represent the phoneme (*-ar* and in *heart, -ear*).

Try — Time: 5 minutes

■ Using the /ar/ phoneme frame Pupil Sheet 14.1 and the consonant cards Pupil Sheet 14.2, ask the pupils to make as many words as possible using the /ar/ phoneme. Reinforce the fact that this phoneme can be in the initial, medial and final position in words.
■ Look at the words the pupils have created. Remind them that this is one way of representing the /ar/ phoneme. Where does this phoneme occur?
■ Draw the pupils' attention to the /ar/ phoneme in the initial position (eg *art, arc*), the medial position (eg *cart, shark*) and the final position (eg *car, far*).

© Crown Copyright 2001

Apply

Time: 6 minutes

- Give out copies of the text 'Heartbreak Dance' (Pupil Sheet 14.3).
- Read the text out loud all the way through. Read the text again; pupils need to listen carefully and underline the words in which they can hear the /ar/ phoneme.
- Place the T-shirt labels on the Team Sort boards.
- Play Team Sort. Sort the cards into the two representations: *a* or *ar*, and *al*.
- Elicit from the pupils that the most common are *ar* and *a* (Pupil Sheet 14.4).
- Ask if any pupils can think of another /ar/ phoneme word that is spelled *al* like palm. (Answer: *calm*.)

Secure

Time: 3 minutes

- Fill in the Conventions Frame (Pupil Sheet 14.5) and make the following points: We can use rhyming words to help us to remember the spellings of these words, so if we know one word we can remember it is like another. For example, if I know *arm* I know *charm, farm, harm*. I can also learn the exceptions *palm* and *calm* together. If I know *fast* I know *past, last, mast*. If I know *cart* I know *art, start, part*. Ask if any pupils can think of a word that rhymes with *part* that is not spelled either *a* or *ar*. (Answer: *heart*.)
- Return to the session objective and review what has been learned.

Notes

- If there is time, point out that there are two or three representations of the phoneme depending on the part of the country you come from. The letter *a* as in *past, last, chance* is not a representation of the /ar/ phoneme in some regions where these words are pronounced with a short vowel.

© Crown Copyright 2001

ar		
	ar	
		ar
	ar	
ar		
	ar	
		ar
	ar	
ar		
	ar	
		ar

Pupil Sheet 14.1 (phoneme frame /ar/)
one copy per pair

© Crown Copyright 2001

h	m	c	h	m
f	f	b	ch	s
p	sh	t	t	t
t	m	e	m	h
c	h	m	k	b
sh	c	p	p	h
p	d	k	sh	t
c	h	sh	p	d
t	k	p	k	sh

Pupil Sheet 14.2
(consonant cards for phoneme frame)
one copy per pair, cut into cards

© Crown Copyright 2001

Heartbreak Dance

Arthur and Charlotte were going to the end of term party. After months of waiting Arthur had at last asked Charlotte out.

As Arthur waited outside Charlotte's house his palms were sweaty and his heart raced. When Charlotte came out of her house, she walked straight past him and met her friend on the other side of the road. Arthur had to walk very fast to keep up and narrowly missed being hit by a car.

When they got there Arthur thought he would chance his luck. He casually reached for Charlotte's arm, ready to dance, but as the music started she charged from the room, heading for the art block.

Pupil Sheet 14.3 ('Heartbreak Dance')
one copy per pupil

© Crown Copyright 2001

Arthur	Charlotte	last	asked	palm
past	fast	car	chance	arm
dance	started	charged	art	

a	ar	al

Pupil Sheet 14.4 (Team Sort word cards)
one copy, cut into cards

© Crown Copyright 2001

Conventions frame

Useful exceptions are palm, calm

If I know harm I know	If I know car I know	If I know fast I know

Write the words below in the correct boxes.

fast past charm bar star

cast arm farm

But I need to remember heart

h ear t

Extra Challenge!
Make groups of words which rhyme with the following

mark _____

cart _____

past _____

Pupil Sheet 14.5
(conventions frame for /ar/ phoneme)
one copy per pupil

© Crown Copyright 2001

Session 15 The /er/ phoneme

Objectives	Key terms	Materials
■ To know the most common spellings for the /er/ phoneme. ■ To be able to identify possible difficulties and find strategies for remembering them.	Phoneme: smallest unit of sound in a word. Mnemonics: a memory aid that supports the learning of spellings.	■ Brain Bank and blank hexagon (page 275) ■ Pupil Sheet 15.1 (Word Sort cards, one set) ■ Teacher Sheet 15.2 (Word Sort notes) ■ Team Sort boards (five) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheets 15.3 and 15.4 (conventions frame, one per pupil) ■ Teacher Sheet 15.5 (conventions frame notes) ■ Pupil Sheet 15.6 (Cloze Spelling, one per pair) ■ Teacher Sheet 15.7 (Cloze Spelling notes) ■ Teacher Sheet 15.8 (Phoneme Countdown cards, one set) ■ Pupil Sheet 15.9 (Ways to remember, one per pupil)

Remember

Time: 2 minutes

- After reviewing the previous session, add information to a hexagon on the Brain Bank.

Model

Time: 4 minutes

- Introduce the session objective.
- Say the following words out loud and write them on the flipchart/whiteboard: *doctor, teacher, smaller, farmer, actor, regular.*
- Ask pupils what sound they can hear at the end of these words, and how many different ways of spelling that phoneme they can see in those words.
- Place T-shirt labels on the Team Sort boards. Point out that some words with the /er/ phoneme at the end of words have different spellings from these; we will add new teams when we find them.
- Explain to pupils that we are still focusing on the /er/ phoneme, but this time we are looking at it in the medial position.
- Write the word *bird* in a three-phoneme frame. Reinforce that in the word *bird* the /er/ phoneme is in the medial position and is represented by the letters *ir*.
- Generate a set of rhyming words using the following:
  - *bird (curd, gird, heard, herd, nerd, third, word, blurred, slurred, absurd)*
  - *fern (earn, burn, adjourn, learn, stern, turn, yearn)*
  - *dirt (Bert, Kurt, flirt, hurt, pert, shirt, blurt, skirt, spurt).*
- With the pupils list the different representations we have for the /er/ phoneme. (Answer: *-er, -ir, -ur, -or, -our, -ear.*)

© Crown Copyright 2001

Try

Time: 6 minutes

- Place T-shirt labels on the Team Sort boards. Point out that some words with the /er/ phoneme at the end of words have different spellings from these; we will add new teams when we find them.
- Play Team Sort with word cards from Pupil Sheet 15.1. (Refer to Teacher Sheet 15.2.)
- Create a new team for *centre/centimetre*.
- Investigate the most common spelling patterns in different positions in the word.
- Fill in the conventions frames (Pupil Sheet 15.3 for final position and Pupil Sheet 15.4 for medial position; Teacher Sheet 15.5).

Apply

Time: 5 minutes

- Use Cloze Spelling Pupil Sheet 15.6. Begin by reading out Teacher Sheet 15.7.
- Reread, pausing while pupils write the missing words.
- Play Phoneme Countdown with the following words from Teacher Sheet 15.8: *teacher, actor, regular, winter, discover, daughter, larger, printer, character, sailor, director, Thursday, herd, bird, learn, burn.*

Secure

Time: 3 minutes

- Using the 'Ways to remember' Pupil Sheet 15.9 ask the pupils to devise a way of remembering the tricky part of words they find difficult. These include:
  - looking at the main part of the word, eg adding *-er* to *farm* makes *farmer*
  - reminding pupils that family relationship words end in *-er*, eg *mother, sister*
  - exaggerating the ending when reading, eg d*oct-or*.
- Fill in the 'Ways to remember' sheet for words they find tricky.

Notes

- This phoneme, known as the *schwa* in linguistics, is the reduced vowel commonly used in unstressed syllables. It is spelled by various combinations of letters, eg *cover, forget, liar, surprise, colour, future, acre, abroad, today, famous, element, position/position*

© Crown Copyright 2001

editor	character	third
doctor	shoulder	actor
sailor	cleaner	farmer
father	quaver	sister
brother	shorter	mother
teacher	footballer	absurd
heard	fern	writer
author	regular	passenger
were	longer	taller
louder	greater	calendar
scholar	director	burn
scanner	predator	processor
sensor	traitor	server
monitor	laughter	computer
discover	recover	consider
deliver	happier	further
answer	daughter	earn
centre	metre	dirt
sadder	carer	word
learn	larger	pert
driver	rather	worm
summer	winter	September
thirty	burst	worst
shirt	purse	kerb
skirt	stern	hurt
thirsty	Thursday	early

Pupil Sheet 15.1 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

/er/ in medial position

ir	ur	ear	er	other
third	absurd	heard	fern	were
dirt	burn	earn	stern	word
thirty	burst	learn	pert	worm
shirt	purse	early	kerb	worst
skirt	hurt			
thirsty	Thursday			

Note that **kerb** means the edge of a pavement and **curb** (not shown but also an /er/ phoneme word) means to restrict.

/er/ in final position

er	er	er	or	ar
father	shoulder	rather	editor	regular
brother	cleaner	winter	doctor	calendar
teacher	quaver	farmer	sailor	
louder	shorter	sister	author	
scanner	footballer	writer	sensor	
discover	longer	passenger	monitor	
deliver	greater	taller	director	
answer	laughter	server	actor	
sadder	recover	consider	processor	
scarier	happier	further	predator	
driver	daughter	September		
summer	carer			
character	larger			

Point out that this phoneme is less common in initial position in a word than in medial or final position.

Teacher Sheet 15.2 (Word Sort notes)
one copy

© Crown Copyright 2001

In the final position the /er/ phoneme is usually represented by ER

Family words are spelled ER

Examples

Seasons and months are spelled ER

Examples

Comparative adjectives are spelled ER

Examples

Pupil Sheet 15.3
(conventions frame for /er/ phoneme)
one copy per pupil

© Crown Copyright 2001

Conventions frame

Draw a line from the conventions to the correct examples.

thirty

dirt

When the /er/ phoneme is in the middle of a word it is most commonly spelled in three ways

_____

_____

_____

worm

churn

It can also be spelled

_____

_____

learn

alert

word

herd

At the beginning of a word the /er/ phoneme is most commonly represented by

_____

turn

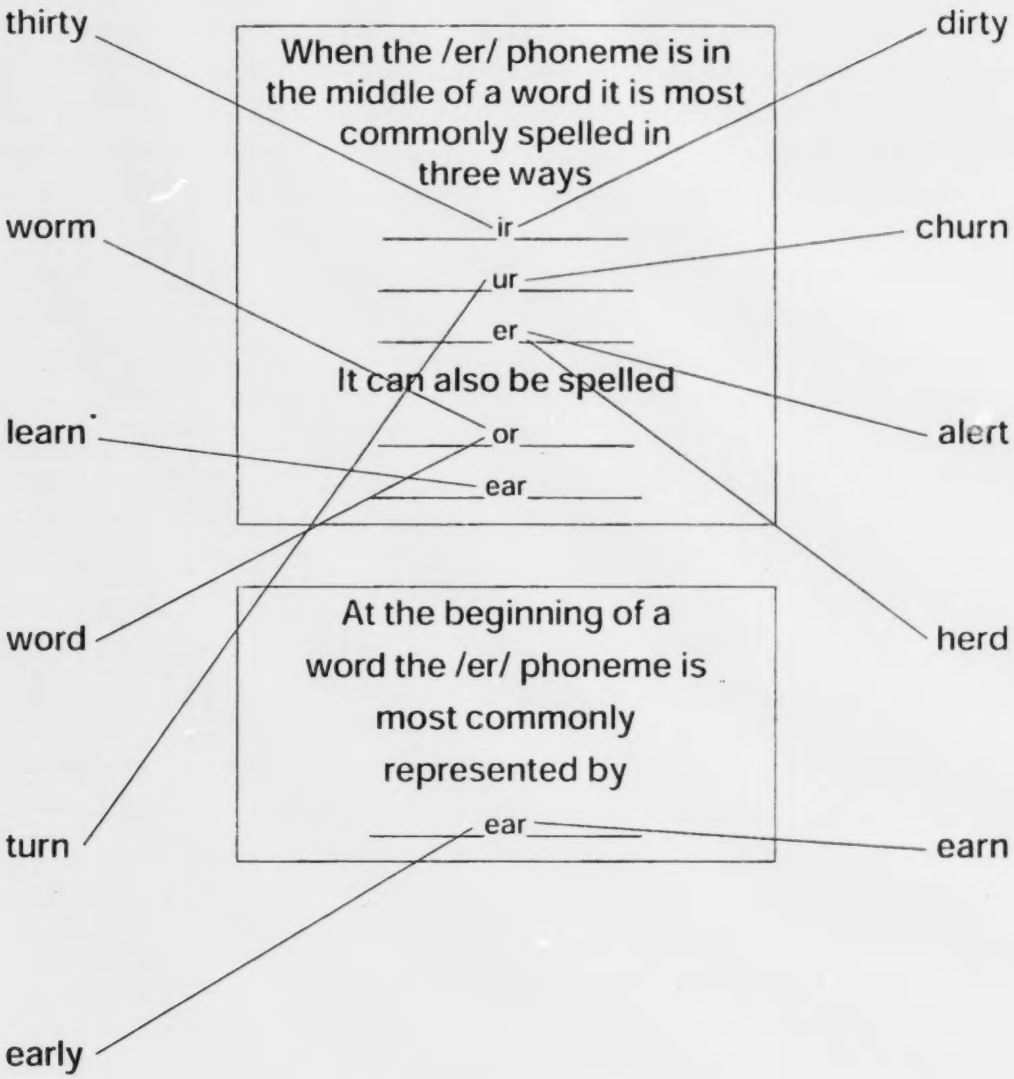
earn

early

Pupil Sheet 15.4
(conventions frame for /er/ phoneme)
one copy per pupil

© Crown Copyright 2001

Conventions frame



Teacher Sheet 15.5 (conventions frame notes)
one copy

© Crown Copyright 2001

My _____ is a _____ _____.

My _____ works _____ than me at school. He is always the first one to _____ the teacher's questions.

The _____ the force, the _____ the elastic band stretches.

In the _____ I would like to become an author. I think that I would be a _____ _____ than anyone else.

Pupil Sheet 15.6 (Cloze Spelling)
one copy per pair

© Crown Copyright 2001

My mother is a computer programmer.

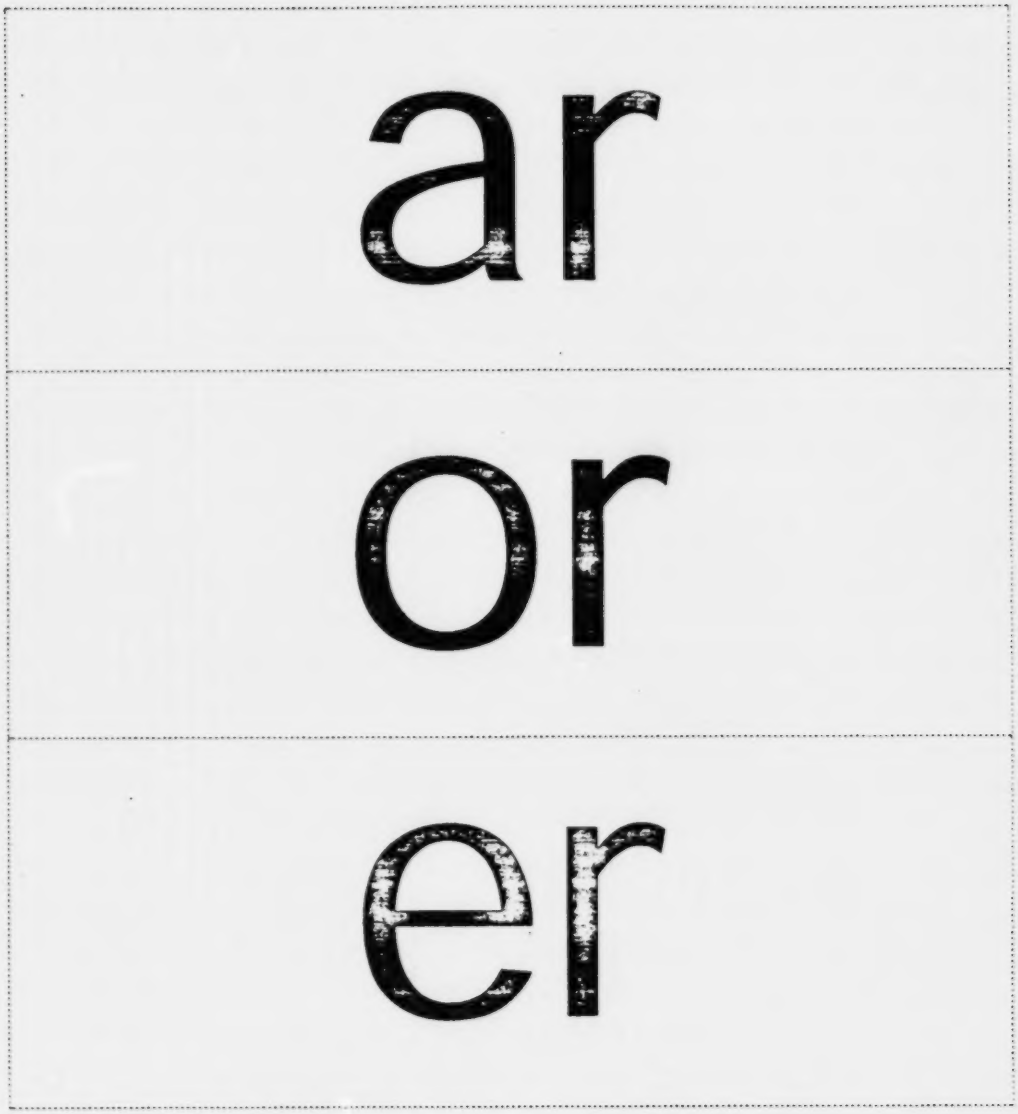
My brother works harder than me at school. He is always the first one to answer the teacher's questions.

The greater the force, the longer the elastic band stretches.

In the future I would like to become an author. I think that I would be a better writer than anyone else.

Teacher Sheet 15.7 (Cloze Spelling notes)
one copy

© Crown Copyright 2001



Teacher Sheet 15.8
(Phoneme Countdown cards for /er/ phoneme)
one copy, cut into cards and pin to flipchart

© Crown Copyright 2001

Spelling – Ways to remember

Try some of these ways to help you learn a difficult spelling

- Sounding out, eg *doc-tor*
- Mnemonics, eg *centre (cats eat nibbles then run energetically)*
- Highlighting the difficult parts of the word, eg doct**or**
- Drawing calligrams/picture to help you identify the key point of difficulty in the word

Word	Way to remember

Pupil Sheet 15.9 (Ways to remember)
one copy per pupil

© Crown Copyright 2001

Sessions 16 The /au/or/ phoneme

Objectives	Key terms	Materials
■ To recognise many of the ways in which the /au/or/ phoneme can be represented in words. ■ To devise ways for learning useful words.	Phoneme: smallest unit of sound in a word. Mnemonics: a memory aid that supports the learning of spellings.	■ Brain Bank and blank hexagon (page 275) ■ Pupil Sheets 15.9 from previous session ■ Team Sort boards (eight) (page 276) ■ T-shirt labels (page 280) ■ Pupil Sheet 16.1 (Word Sort cards, one set) ■ Teacher Sheet 16.2 (Word Sort notes) ■ Pupil Sheets 16.3 and 16.4 (conventions frames, one per pupil, photocopied back to back) ■ Teacher Sheet 16.5 (conventions frame notes) ■ Teacher Sheet 16.6 (A3) ■ Pupil Sheet 16.7 (Ways to remember, one per pupil)

Remember — Time: 3 minutes

- Remind pupils that in the previous session we looked at the /er/ phoneme and the way it is represented in the initial, final and medial positions.
- Add information on a hexagon to the Brain Bank about the /er/ phoneme.
- Look back at 'Spelling – Ways to remember' from session 15. Discuss what ideas the pupils have come up with to identify difficult words and the ways to remember them. Highlight the fact that some pupils may use different strategies to learn the same words. The important thing is to find strategies that work for them.

Model — Time: 4 minutes

- Generate rhyming words using the following words:
  - *law (paw, claw, draw, saw, floor, bore, score, ignore, drawer, core, door, jaw, more, pore, raw, straw, tore, war)*
  - *wall (hall, brawl, call, trawl, crawl, haul, tall, stall)*
  - *talk (walk, fork, stork, cork, chalk, pork).*
- Identify what is making the /au/or/ phoneme in the following words, underlining the letters that represent the phoneme: *wall, crawl, haul, law, more, door, talk, fork.*
- Emphasise how many different spellings of this phoneme there are.

© Crown Copyright 2001

Try

Time: 4 minutes

- Play Team Sort using word cards (Pupil Sheet 16.1, Teacher Sheet 16.2).
- Tell the pupils that they need to leave to one side any words that do not fit into the categories on the T-shirts.

Apply

Time: 3 minutes

- Draw conclusions from the Team Sort cards (see conventions frame, Teacher Sheet 16.5) and fill in one or both of the conventions frames Pupil Sheets 16.3 and 16.4).
- Ask what consonant the *-augh* and *-ough* words end with. (Answer: *t*.) Link back to work on *-igh* in the long /ie/ session: we noticed that *-igh* words were usually words ending with the consonant *t*.
- Point out the need to find some other strategies for remembering useful words.

Secure

Time: 6 minutes

- Discuss strategies pupils could use to learn problematic words. Refer to the strategies pupils have devised for other words on their 'Spelling – Ways to remember' sheet and consider some of these. Discuss the 'Useful words' list (Teacher Sheet 16.6).
- Model with one of the words: *'One of the words I find it hard to remember is* sure. *I need to think of a strategy to help me, because there isn't a convention that will help me to make a best guess. When I thought about* burn *I had three strategies to choose from:*
  - 'burn unwanted rubbish now' (mnemonics)
  - b **u** r n (visual)
  - *burn* rhymes with *turn* (rhyme).'
- Continue: *'Rhyming isn't going to help me because there isn't another word that I know that is spelled the same as* sure. *So, I am going to try a visual way, because the bit I find tricky is the* u *in the middle and the* e *on the end.'*
  sUre
- Continue: *'I could try a mnemonic, for example, "sad unhappy robots exercise", "someone understands restless elephants".'*
- Fill in the 'Spelling – Ways to remember' sheet (Pupil Sheet 16.7).

Notes

- Regional variations in pronunciation mean that in some areas /or/ as in *torn, door* and *warn* is distinct from /au/ as in *law, call* and *haul*.

© Crown Copyright 2001

small	drawn	ignore	more	fought
stall	awful	score	or	ought
law	scrawny	tore	ordinary	brought
saw	shawl	core	for	thought
draw	August	floor	forty	court
raw	authority	door	torn	tour
crawl	automatic	chalk	short	four
dawn	taunt	stalk	lord	pour
scrawl	audible	talk	cork	mourn
awkward	haunt	walk	horse	sure
awe	author	corn	naughty	pure
claw	sauce	scorn	taught	daughter
lawn	store	order	caught	fall

Pupil Sheet 16.1 (Word Sort cards)
one copy, cut into cards

© Crown Copyright 2001

aw	au	ore	oor	al/all	or	Other – our/ough/ augh/u-e
law	August	store	floor	chalk	corn	naughty
saw	authority	ignore	door	stalk	scorn	taught
draw	automatic	score		talk	order	caught
raw	taunt	tore		walk	more	daughter
crawl	audible	core		stall	or	fought
dawn	haunt			fall	ordinary	ought
scrawl	author				for	brought
awkward	sauce				forty	thought
awe					torn	
claw					short	court
lawn					lord	tour
drawn					cork	four
awful					horse	pour
scrawny						mourn
shawl						
						sure
						pure

NB Awe: Strictly speaking another representation as it is **awe** that makes the phoneme /or/, not **aw**. However, it needs to be seen alongside awful (once awe-ful) and therefore we have included it in this column.

Regional accents will make some of these representations less certain (eg **floor**). Teachers will need to decide whether simply to ignore the representations that do not sound like /or/au/ in their region or whether to include a discussion of them as variable depending on region.

Teacher Sheet 16.2 (Word Sort notes)
one copy

© Crown Copyright 2001

Conventions frame

When the /au/or/ phoneme is at the beginning of the word it is usually represented by

_____ like _____

_____ like _____

_____ like _____

At the end of a word the /au/or/ phoneme is usually represented by

_____ like _____

_____ like _____

_____ like _____

_____ like _____

Pupil Sheet 16.3 (conventions frame for /au/or/ phoneme) one copy per pupil, photocopied back to back with Pupil Sheet 16.4

© Crown Copyright 2001

In the middle of a word the /au/or/ phoneme can be represented in lots of different ways including

Pupil Sheet 16.4
(conventions frame for /au/or/ phoneme)
one copy per pupil

© Crown Copyright 2001

This phoneme is particularly problematic and we need to be open about that. There are too many representations to lead pupils to a best guess convention. The purpose of this frame is to record the range of options and some examples. You will need to make a decision about regional differences in pronunciation and which representations are not appropriate for consideration in your case. Looking at the range of possible spellings for this phoneme is useful from the point of view of reading. We need to use some of the strategies pupils have been developing for other tricky phonemes to home in on any useful words for spelling. Adapt the useful words list if there are other words that your pupils need to know and remember.

Conventions frame

When the /au/or/ phoneme is at the beginning of the word it is usually represented by

aw like awful

or like ordinary

au like August

At the end of a word the /au/or/ phoneme is usually represented by

aw like raw, claw - this is very common

or like for

our like four, tour

ore like more

In the middle of a word the /au/or/ phoneme can be represented in lots of different ways, including al, augh, our, or, au, aw, a (see Word Sort notes Teacher Sheet 16.2 for examples).

Teacher Sheet 16.5 (conventions frame notes)
one copy

© Crown Copyright 2001

Useful words to remember	
awful	caught
talk	thought
August	sure
more	for
forty	court
four	
pour	

Teacher Sheet 16.6 (Useful words list)
enlarge to A3

© Crown Copyright 2001

Spelling – Ways to remember

Try some of these ways to help you learn a difficult spelling

- Sounding out eg *aw-ful*
- Mnemonics, eg ***all***, ***woe*** – awful
  a ***union*** – authority
- Highlighting the difficult parts of the word, eg f o u r
- Drawing calligrams/pictures to help you identify the key point

Word	Way to remember

Pupil Sheet 16.7 (Ways to remember)
one copy per pupil

© Crown Copyright 2001

Session 17 Revision

Objectives

- To recall the full range of knowledge and strategies covered in the unit.
- To apply what the pupils have learned during the unit in the context of a text.
- At the end of this session pupils will be able to make strong choices when spelling unknown words, based on what they have learned about conventions and strategies.

Key terms

Materials

- Brain Bank and blank hexagon (page 275)
- Teacher Sheet 17.1 (Cloze Spelling)
- Pupil Sheet 17.2 (Cloze Spelling, one laminated per pupil)
- Pupil Sheet 17.3 (Cloze Spelling sentences, one set)
- Pupil Sheet 17.4 (Word cards, one set per pupil)
- Pupil Sheet 17.5 (Phoneme sorting grid, one set per pupil)
- Route to Spelling (page 283)

Remember

Time: 1 minute

- Remind pupils of the /au/or/ phoneme and add information on a hexagon to the Brain Bank.
- Remind pupils of areas covered in the unit and say that they are going to use all they have learned in today's session. Remind them that although they will often be able to spell new words accurately, based on what they have learned, there may be times when they have to make an informed 'best guess', and then check the spelling in a dictionary. Their knowledge of phonics and new strategies will help them to do this and will help them to work out any new words they meet in reading.

Model

Time: 5 minutes

- Give out Pupil Sheet 17.2 ('The lost long vowel'). Introduce the story. '*This story is about a spelling contest where something important goes missing. The class in the story solve the mystery by using a security camera that is in the school hall.*'
- Read the text out loud (Teacher Sheet 17.1).
- Model process for working out the spellings of:
  - Right: '*I know that the /ie/ can be spelt in several ways (i, ie, igh, i–e). When it is followed by t it is spelt either –ite (bite) or –ight (light). I will write it down in both ways* (write 'rite' and 'right' on the board) *and see which one looks right. I think it is right. If I am still not sure I will check in a dictionary.*'
  - Compete: '*I know that the /ee/ phoneme is usually spelt –ee– or –ea– when it is not at the end of the word. It can also be spelt –e–e, but that is unusual. I will try –ee* (write 'compeet' on the board and see if it looks right). *I can read it but it doesn't look right. So I will try the other common way* (write 'compeat' on the board and see if it looks right). *I am not sure. I'll try –e–e* (write 'compete' on the board and see if it looks right). *Well, I think it does and I can read it, but I know that this spelling is less common so I will have to check it later in the dictionary.*'

© Crown Copyright 2001

- Reinforce the fact that
  - you can always spell a word in a way that other people could read it, even if you are not sure that it is totally correct
  - it is good to check words when you are unsure
  - but you should check them after you have done your first draft, so that checking doesn't slow you down too much while you are writing.
- Note: There is scope here to choose which words you model according to the group's need.

Try — **Time: 6 minutes**

- Give out Pupil Sheet 17.3. Each pupil has one sentence to read to their partner who fills in the words on their cloze version of the sentence.
- Read sentences out loud in sequence to complete the story.

Apply — **Time: 4 minutes**

- Play Team Sort using Pupil Sheet 17.4 (word cards) and Pupil Sheet 17.5 (phoneme sorting frame).
- Which vowel is missing? (Answer: /ae/.)

Secure — **Time: 4 minutes**

- Pairs look back at their pupil cards from the 'Try' section. Can they find any words containing the /ae/ phoneme (these are underlined on the teacher sheet for teacher's reference) in their section? Collect these words on the flipchart. What other representations of this phoneme do they know?
- Remind the pupils that they need to continue to use all the knowledge and strategies they have learned when they are doing their own independent writing. They should follow the Route to Spelling and go back to the Brain Bank for information if they are not sure. The main thing is to use what they know and make a best guess; make sure that it is readable and check with dictionaries and other people if they are not sure. We want them to feel more confident in their writing, and not to be slowed down or put off if they are unsure how to spell a word.

Notes

© Crown Copyright 2001

The Lost Long Vowel

Class 7A had one big problem. If no one could find the lost long vowel before the start **time** they would lose the **right** to **compete** in the 'Double or Drop?' challenge cup. It was part of the contest. **Each** class had to guard one vowel for the **week** before the contest, in order to qualify to **enter** the **spelling** competition. At first, it had been **easy**. They had **pinned** it onto the wall in the hall and **checked** on it every lunchtime and before and after school. Then it had disappeared. It was getting late. The contest was due to start after school at eight o'clock and it was four o'clock already.

Wait!' said Luke, 'I remember seeing Charlene **holding** something when I was hanging up my **blue coat** in the cloakroom yesterday. Maybe it was the vowel. She was **hiding** it under her arm. If I'm **right,** she must have been trying to keep us out of the contest.'

'It was in the hall when it went missing. Whoever stole it will be on the **video** – from the **new** security camera the head teacher put in the hall because someone tried to **steal** the cup. **Right**, let's go and watch the film and see who took the vowel.'

Running into the hall, Luke switched on the video. The children were **stunned**. No one had **stolen** the vowel. It had slipped off the wall, gone **sliding** down to the floor and disappeared under the cupboard. With a **huge** grin, Ali picked it up and pinned it back onto the wall. The lost long vowel was lost no longer.

Teacher Sheet 17.1
(Cloze Spelling, 'The Lost Long Vowel')
one copy

© Crown Copyright 2001

The Lost Long Vowel

Class 7A had one big problem. If no one could find the lost long vowel before the start ____ they would lose the ____ to _____ in the 'Double or Drop' challenge cup. It was part of the contest. ____ class had to guard one vowel for the ____ before the contest, in order to qualify to ____ the _____ competition. At first, it had been ____. They had ____ it onto the wall in the hall and ____'____on it every lunchtime and before and after school. Then it had disappeared. It was getting late. The contest was due to start after school at eight o'clock and it was four o'clock already.

Pupil Sheet 17.2 (Cloze Spelling)
one copy per pupil, could be laminated

© Crown Copyright 2001

Pupil 1a Card

Wait!' said Luke, 'I remember seeing Charlene **holding** something when I was hanging up my **blue coat** in the cloakroom yesterday.

Maybe it was the vowel. She was ____ it under her arm. If I'm ____, she must have been trying to keep us out of the contest.'

Pupil 1b Card

Wait!' said Luke, 'I remember seeing Charlene _____ something when I was hanging up my_____ ____ in the cloakroom yesterday.

Maybe it was the vowel. She was **hiding** it under her arm. If I'm **right**, she must have been trying to keep us out of the contest.'

Pupil Sheet 17.3 (Cloze Spelling sentences 1)
one copy, cut into two cards

© Crown Copyright 2001

Pupil 2a Card

'It was in the hall when it went missing. Whoever ____ it will be on the ____ from the ____ security camera the head teacher put in the hall because someone tried to **steal** the cup. **Right**, let's go and watch the film and see who took the vowel.'

Pupil 2b Card

'It was in the hall when it went missing. Whoever **stole** it will be on the **video** from the **new** security camera the head teacher put in the hall because someone once tried to _____ the cup. ____, let's go and watch the film and see who took the vowel.'

Pupil Sheet 17.3 (Cloze Spelling sentences 2)
one copy, cut into two cards

© Crown Copyright 2001

Pupil 3a Card

Running into the hall, Luke switched on the video. The children were **stunned**. No one had **stolen** the vowel.

It had slipped off the wall, gone _____ down to the floor and disappeared under the cupboard. With a _____ grin, Ali picked it up and pinned it back onto the wall. The lost long vowel was lost no longer.

Pupil 3b Card

Running into the hall, Luke switched on the video. The children were _____. No one had _____ the vowel.

It had slipped off the wall, gone **sliding** down to the floor and disappeared under the cupboard. With a **huge** grin, Ali picked it up and pinned it back onto the wall. The lost long vowel was lost no longer.

Pupil Sheet 17.3 (Cloze Spelling sentences 3)
one copy, cut into two cards

© Crown Copyright 2001

boy	week	noise	poking
girl	order	school	out
each	enter	found	tapping
for	spelling	stopped	jumped
week	pinned	holding	tried
start	checked	coat	steal
time	searched	hiding	stunned
right	white	arm	showed
down	huge	corner	stolen
compete	hidden		

Pupil Sheet 17.4 (word cards)
one copy per pupil, cut into cards

© Crown Copyright 2001

/ae/	/ee/	/ie/	/oe/	/ue/

Pupil Sheet 17.5 (phoneme sorting grid)
one copy per pupil, one for teacher

© Crown Copyright 2001

Session 18 Ways of remembering

Objectives	Key terms	Materials
■ To know a range of ways to deal with difficult spellings. ■ To know which strategy to choose to spell particular words in personal writing.	Homophones: words that sound the same but have different spellings, eg *hare/hair*.	■ Brain Bank ■ Teacher Sheet 18.1 (Spelling Challenge) ■ Pupil Sheet 18.2 (Cloze Spelling, one set per pair) ■ Route to Spelling (page 283) ■ Whiteboards

Remember — Time: 3 minutes

- Pin up the Brain Bank and the Route to Spelling.
- Tell pupils that we have collected a lot of knowledge about phonemes and how they are represented in spelling. We have found out what the best guesses are with some phonemes. We have discovered a thinking route that can help us to use this knowledge in the most sensible way. We have also found ways to learn spellings that we can't really make a best guess for, and we have found out our own favourite ways to learn tricky words.

Model — Time: 5 minutes

- Explain that we have developed useful strategies for remembering how to spell tricky words. Tell pupils we are now going to go over the various routes we can use to work out the most likely way to spell words we do not know, using everything we have learnt about phonics and spelling so far.
- 'Think aloud' to show the appropriate remembering process, using *complain* as an example:
  - Check that the pupils know what *complain* means (answer: to say what you don't like about something).
  - Explain: *'Do I know how to spell complain already? If I did know I would write it down and then check that it looked right. Now, what can I hear? There are two syllables: com/plain. I am going to break the word up and start with the first syllable:* com.'
  - *'I am going to see which phonemes make up that syllable: /c/ /o/ /m/. That's easy, I know how to write that down now.'* Write *com* on the whiteboard and read it out loud.
  - Continue: *'Now, the second syllable:* plain: */p/ /l/ /ae/ /n/. OK, so I can begin by writing the consonants I can hear.' Write* pl. *'And the phoneme I can hear in the middle of the syllable is /ae/. What do I know about the phoneme /ae/? I am going to look back at the Brain Bank. When the phoneme /ae/ is followed by a consonant it is usually spelled* ai *or* a–e. *I know that* a–e *is very common, but a lot of words also have* ai. *OK, my best guess is either of these, so what shall I do? I'll write complain using each of them in turn and see which one looks right.'* Write *complane* and *complain*. Try to decide with the pupils which one looks right. If pupils are still unsure, or if they select the wrong spelling, ask them to check with the dictionary before the next session.

© Crown Copyright 2001

- Refer to the Brain Bank for information about vowel spellings and the Route to Spelling for information about strategies.

Try — **Time: 3 minutes**

- Read text 'Before the Storm' (Teacher Sheet 18.1) and then repeat the first sentence.
- Repeat highlighted words, one by one. Ask pupils to work in pairs to spell the highlighted words on the whiteboards, following the process modelled above.

Apply — **Time: 6 minutes**

- In pairs, give pupil A texts 1a and 2b and give pupil B texts 1b and 2a. Play Spelling Challenge (Pupil Sheet 18.2).
- Remind pupils that if there is more than one spelling for a particular word (a homophone), they will need to think about the meaning of the word to help them to select the correct version of the spelling.
- Pupil A reads text 1a to pupil B; pupil B follows reading on own copy of the cloze text (1b). Pupil A then repeats the highlighted words, one by one, for pupil B to spell in cloze text 1b.
- Repeat process: pupil B reads text 2a and pupil A fills in the words on text 2b.
- Pupils check their own spellings using the cloze sentences, and identify any that were hard for them and which they need to learn.
- Use any time remaining to ask pupils to learn any spellings they have found difficult using their strategy or to recap any aspect of the course so far that you know they have not grasped.

Secure — **Time: 3 minutes**

- Refer back to the Brain Bank and the Route to Spelling. Explain that pupils have:
  - added to their bank of knowledge about how words work
  - added known words to their vocabulary
  - learned how to recognise phonemes more easily when they read words
  - learned how to follow a sensible choice route to spelling that will help them to make plausible and legible choices in future.

Notes

© Crown Copyright 2001

Before the **Storm**

High in the sky, a tiny **rain cloud** drifted across the bright sun, casting a **shadow** over the **white** hot sand. In the **blue water**, children **shouted** and splashed, **clapping** their hands **joyfully** as the waves crashed onto the **beach**.

Teacher Sheet 18.1
(Spelling Challenge, 'Before the Storm')
one copy

© Crown Copyright 2001

Read this aloud to your partner.
Text 1a

She screamed in fright as the mouse ran out from under the door, scampered across the floor and disappeared. Standing quite still, feeling colder than she ever had before, she tried to see whether the mouse had really gone, or was just hiding, waiting to jump out on her as soon as she started to move.

Fill in the spaces as your partner reads this aloud.
Text 1b

She _____ in ___ ___ as the _____ ran out from under the_____ . _____ across the _____and disappeared. _____quite still, _____than she ever had before, she _____to see whether the mouse had really gone, or was just _____, _____to jump out on her as _____ as she _____ to move.

Read this aloud to your partner.
Text 2a

As they climbed towards the summit of the mountain they became increasingly hungry and worn out. How they were going to reach the top no one quite knew. All they could think about was how late it was getting, and what would happen if they didn't arrive at the next camp before dark. Once night fell and the temperature dropped, their fingers would begin to freeze and they would become slower and slower. The path sloped away, up into the unknown...

Fill in the spaces as your partner reads this aloud.
Text 2b

As they climbed towards the _____ of the mountain they _____ increasingly hungry and_____ _____. _____ they were going to _____ the top no one quite knew. All they could think about was how _____ it was_____ , and what would happen if they didn't _____ at the next camp before _____. Once _____fell and the temperature_____, their fingers would begin to _____and they would become _____ and slower. The path _____ away, up into the unknown...

Pupil Sheet 18.2 (Cloze Spelling)
one copy per pair, cut into four cards

© Crown Copyright 2001

Instructions for games

Phoneme Countdown

Purpose

To select the most likely spelling of particular vowel phonemes (as specified in lesson plan).

Materials

- Set of word or sentence cards for each pupil (as specified in lesson plan)
- Set of cards which represent the range of spellings for the vowel phoneme/s addressed in the session
- Whiteboards, pens and cloths.

Procedure

- Pin the range of representations (possible spellings) onto the board so that all the pupils in the group can see them.
- Explain that these are all ways that you can spell the /-/ phoneme and that the pupils are going to select the most likely one for each word, in line with what they already know about spelling conventions.
- Ask one pupil to read a word or sentence card. If you are using sentence cards, the pupil should read the whole sentence and then repeat the highlighted word, which is the word you are about to spell.
- Identify and write down the consonants that are at the beginning of the word.
- Consider, either by saying your thoughts out loud or by asking pupils to suggest spellings, which is the most likely spelling of the vowel phoneme and why.
- Write the rest of the word and check whether it looks right. If it does not, consider alternative options, starting with the next most likely according to knowledge of spelling conventions. Write it and check whether it looks right.
- When you have modelled the process, pupils should be able to follow it themselves:
  1. Say the word out loud.
  2. Write the word.
  3. Check that it looks right.
  4. Identify the vowel phoneme.
  5. Point to the probable spelling.
  6. Give the reason for choosing that spelling.

Sliding In

Materials

- Set of letter cards for each pupil (as specified in session plan)
- Phoneme frames (with four phonemes/boxes), one per pupil
- Word cards (as specified in lesson plan).

Procedure

- Give each pupil the appropriate letter cards. Place word cards face down on the table.
- Explain that one pupil is going to turn over a card and read a word.
- The other pupils then identify the beginning, medial or end phoneme (as specified in session plan).
- Each pupil then slides into the phoneme frame the letter/s which make that phoneme.

© Crown Copyright 2001

Action Replay

Materials

- Instruction cards (same cards for all sessions)
- Word cards (as specified in session plan)
- Small whiteboard for each pupil
- Whiteboard markers.

Procedure

- Put the instruction cards and word cards face down on the table in separate piles.
- The first pupil turns over an instruction card and responds as follows:
  - **spell:** the teacher or classroom assistant picks up a word card and asks the pupil to spell the word
  - **test:** the pupil picks up a word card and selects a pupil to 'test' – the other pupil has to spell the word
  - **phoneme count:** the classroom assistant or teacher picks up a word card, says the word and the pupil has to count the phonemes in the word
  - **all play:** the teacher or classroom assistant picks up a word card, says the word and all pupils have to spell the word.

Frame Game

Materials

- Four-phoneme frame per pupil
- Four coloured counters per pupil.

Procedure

- Teacher says the word as specified in the session.
- The pupils then slide a counter for each phoneme into a box: *ship* has three phonemes so the final box will be empty: sh, i, p; *desk* has four phonemes so the pupil will place four counters in the frame: d, e, s, k.

Word Building

Materials

- Set of letters for each pupil (as specified in session plan).

Procedure

- Give each pupil a set of letters.
- Say the first word recorded on the session plan.
- Pupils make the word using the letters – *encourage them to say the phonemes and the word.*
- Say the next word recorded on the session plan.
- Pupils change the word into the new word by adding or removing letters.
- Continue with the remainder of the words.

© Crown Copyright 2001

Team Sort

Materials

- Team Sort boards (number specified in Materials section of session plan) (Post-its or pieces of card are quick alternatives to the Team Sort boards)
- T-shirt labels (as specified in session plan)
- Blu-tack to attach T-shirt labels to the team cards
- Word cards (as specified in session plan).

Procedure

- Lay out the Team Sort boards or cards.
- Attach the T-shirt labels.
- Deal the word cards to the pupils.
- A pupil says each word, identifies the spelling pattern which represents the focus phoneme (as specified in session plan), and places each word in the appropriate 'team'.
- Once the sorting is complete, check that all the words are in the appropriate 'team' and conduct the investigations indicated in the session plan.

Spelling Challenge

Materials

- Word cards or sentence cards (as specified in session plan)
- Whiteboards – one per pupil
- Whiteboard markers.

Procedure

- Place the word or sentence cards face down on the table.
- The first pupil picks up and reads a word card or a sentence card (repeating the highlighted word).
- The other pupils say the word, break it into phonemes and record the word on their whiteboard (refer to Route to Spelling).
- Pupils then check that the word looks right and then check again with a partner.
- Repeat the process with the other words.

Long or Short?

Materials

- Long or Short? board – A3 laminated (first used in session 9)
- Word cards (as specified in session plan).

Procedure

- Put the Long or Short? board in the centre where all pupils can see the categories.
- Put the word cards face down on the table.
- Explain that you are going to sort the word cards according to the vowel phoneme (long and short vowel phonemes).
- Recap on the short and long vowel phonemes if necessary.
- The first pupil turns over a word card, says the word, identifies the phoneme, and places it in the appropriate category on the board.
- Repeat the process with other words.

© Crown Copyright 2001

Double or Drop?

Materials

- Word cards (as specified in session plan)
- Suffix cards (as specified in session plan)
- Large whiteboard with five categories drawn on:

Do not double the consonant	Double the consonant	Drop the '-e'	Irregular words	Not sure

- Whiteboards
- Whiteboard markers
- Blu-tack.

Procedure

- Place the word cards and suffix cards face down on the table in separate piles.
- Explain to the pupils that they are going to practise adding suffixes to base words.
- The first pupil turns over a word card and suffix card.
- They then decide whether they double the consonant or drop the 'e' when adding the suffix.
- Encourage the pupils to write the word on their whiteboard if they need to check.
- The pupil then puts the words in the right category on the whiteboard.

Rhyming Words

Purpose

To generate sets of rhyming words, based on the phoneme/s and rhymes specified in the session plan.

Materials

- Post-it notes
- Pens
- Blu-tack
- Large whiteboard.

Procedure

- Explain to the pupils that you are going to think of sets of rhyming words so that you can investigate:
  - the different ways of spelling the vowel phoneme in the rhyming part of the word
  - the most and least likely (and therefore useful) ways to spell the vowel phoneme
  - any other information that helps us to work out what the spelling conventions are for this vowel phoneme (eg position in word, which letters it is followed by, etc).
- Tell the pupils the word specified in the session plan and ask them to think of words that rhyme with it.
- Write them down on Post-its and stick them onto the whiteboard.
- Repeat the process with any other words specified in the session plan.

© Crown Copyright 2001

- Ask the pupils to identify the different ways to spell the vowel phoneme, as illustrated in the sets of words generated.
- Sort all the Post-it words according to the spelling of the vowel phoneme (not according to which ones rhyme).
- Are there any statements you can make about:
  - the most common/useful way/s to spell the vowel phoneme
  - the least common/useful way/s to spell the phoneme
  - the position of particular spellings in the word
  - any other factors which would indicate one particular spelling rather than the others (these statements will be indicated in the session plan)?
- If the pupils offer statements which are not indicated in the session plan, work with them to test whether their assertion is true within the list of words you have generated. Ask them to look out for other words which either confirm or contradict the statement.

Memory Game

Purpose

To help pupils remember word rules and patterns based on the objectives for the session.

Materials

Word cards which are cut up and could be laminated.

Procedure

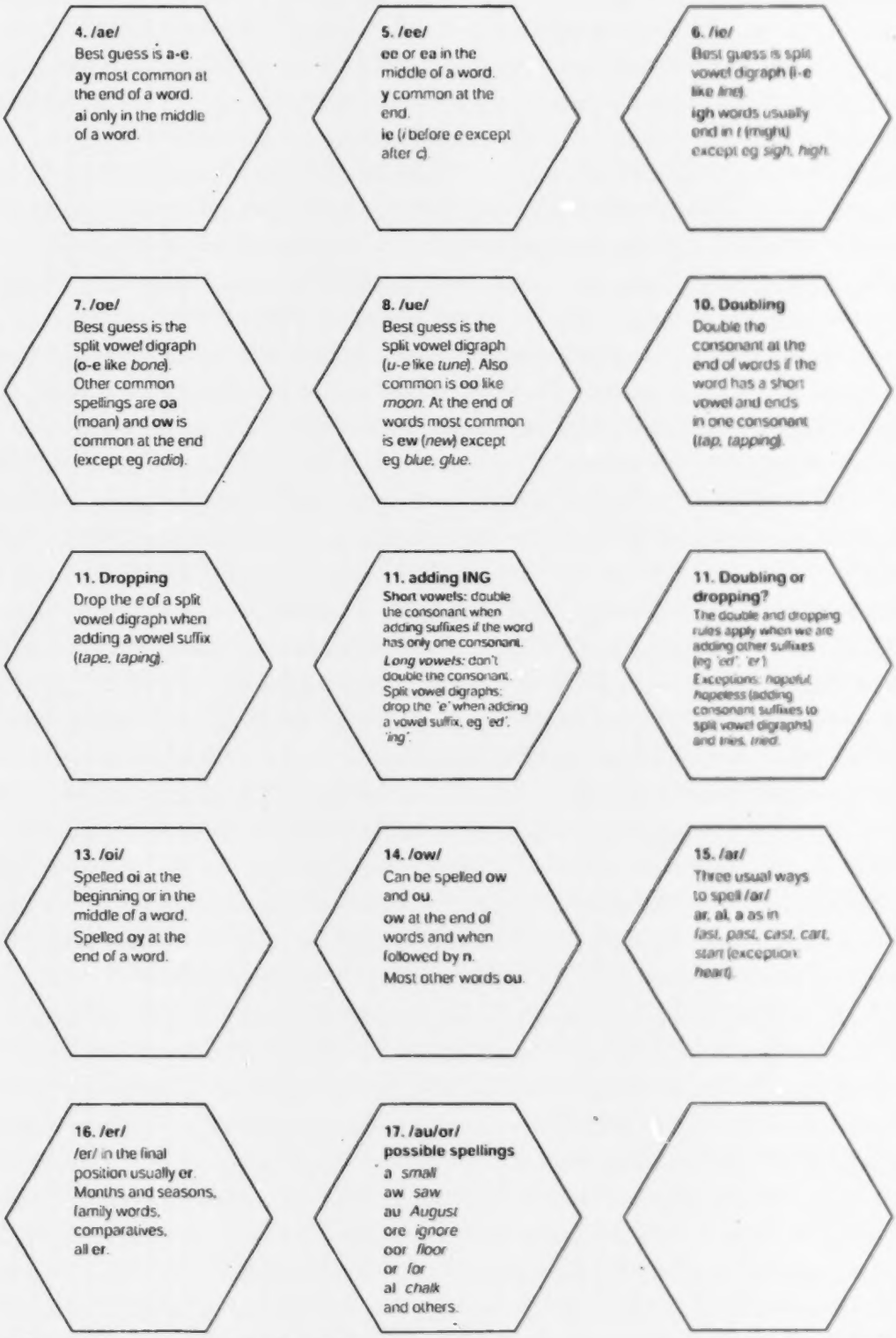
- Explain that the aim is to match words which are linked (eg *come* and *coming*) although they may not be identical.
- Place all the cards face down, and demonstrate picking up one card and trying to remember where there is a matching card.
- Pupils then try for themselves: they pick up one card and then choose another. If the two match, the pupil keeps them, face up. If they do not match, they are turned over again.
- Continue until all the cards are face up in matching pairs. The winner is the pupil with the most pairs.

© Crown Copyright 2001

Support materials needed in more than one session

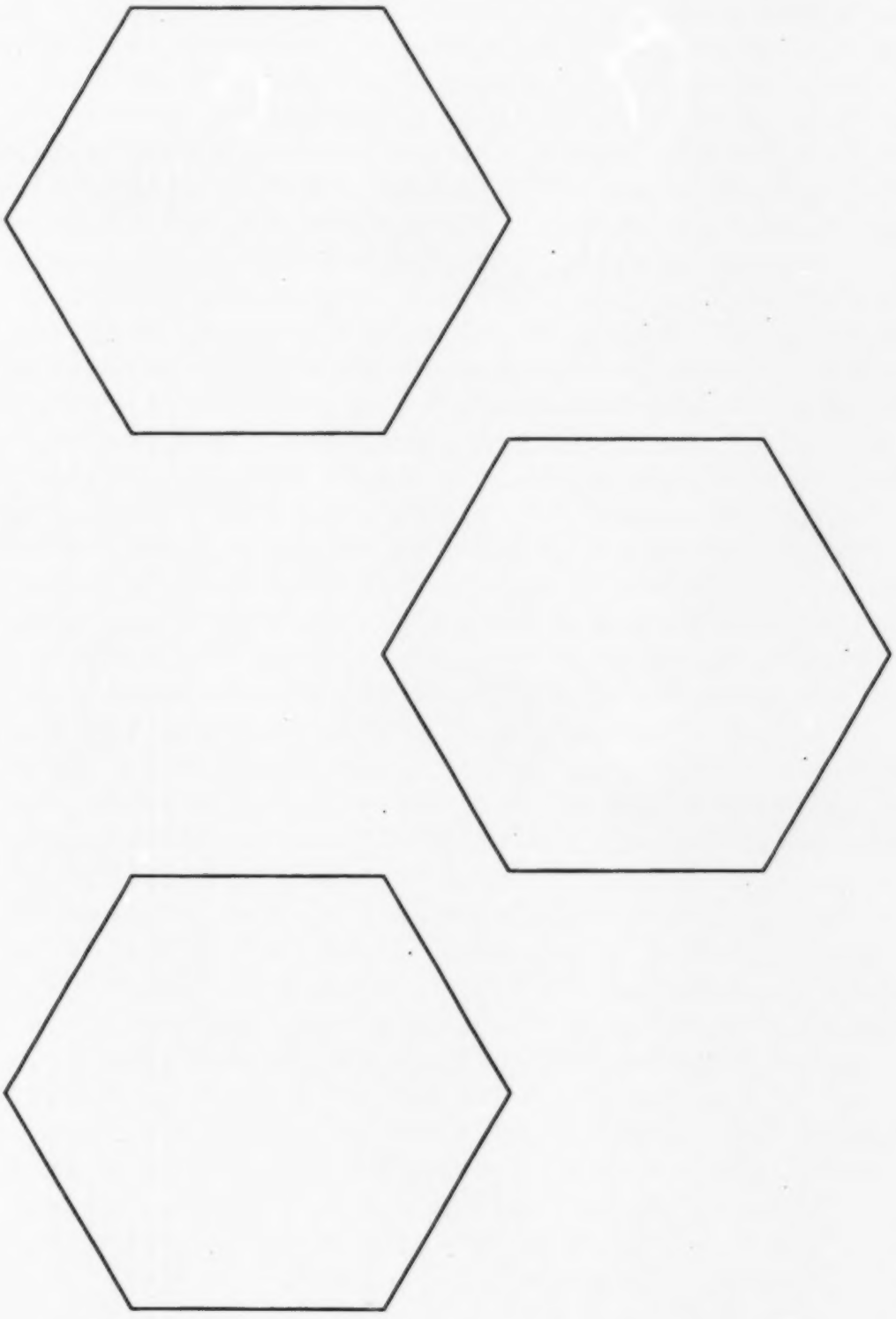
Hexagons for the Brain Bank

used in sessions 4 to 17 (one hexagon per session except for sessions 9 and 12; two or three hexagons are used in session 11). Hexagons are numbered for the session in which they are added to the Brain Bank.

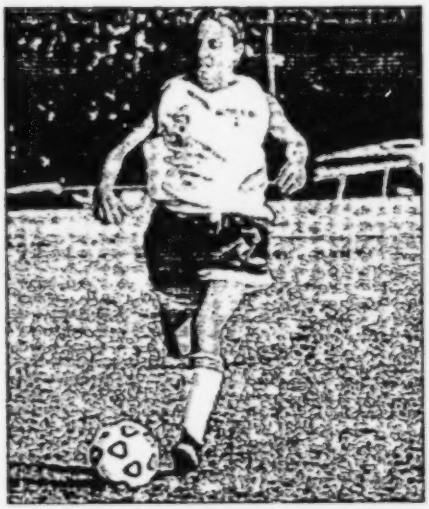

4. /ae/
Best guess is a-e.
ay most common at the end of a word.
ai only in the middle of a word.
5. /ee/
ee or ea in the middle of a word.
y common at the end.
ie (i before e except after c).
6. /ie/
Best guess is split vowel digraph (i-e like line).
igh words usually end in t (might) except eg sigh, high.
7. /oe/
Best guess is the split vowel digraph (o-e like bone).
Other common spellings are oa (moan) and ow is common at the end (except eg radio).
8. /ue/
Best guess is the split vowel digraph (u-e like tune). Also common is oo like moon. At the end of words most common is ew (new) except eg blue, glue.
10. Doubling
Double the consonant at the end of words if the word has a short vowel and ends in one consonant (tap, tapping).
11. Dropping
Drop the e of a split vowel digraph when adding a vowel suffix (tape, taping).
11. adding ING
Short vowels: double the consonant when adding suffixes if the word has only one consonant.
Long vowels: don't double the consonant.
Split vowel digraphs: drop the 'e' when adding a vowel suffix, eg 'ed', 'ing'.
11. Doubling or dropping?
The double and dropping rules apply when we are adding other suffixes (eg 'ed', 'er').
Exceptions: hopeful, hopeless (adding consonant suffixes to split vowel digraphs) and tries, tried.
13. /oi/
Spelled oi at the beginning or in the middle of a word.
Spelled oy at the end of a word.
14. /ow/
Can be spelled ow and ou.
ow at the end of words and when followed by n.
Most other words ou.
15. /ar/
Three usual ways to spell /ar/
ar, al, a as in fast, past, cast, cart, start (exception: heart).
16. /er/
/er/ in the final position usually er.
Months and seasons, family words, comparatives, all er.
17. /au/or/ possible spellings
a small
aw saw
au August
ore ignore
oor floor
or for
al chalk
and others.

© Crown Copyright 2001

Hexagons for the Brain Bank
used in sessions 4 to 17 (one hexagon per pupil per session except for sessions 9 and 12; two or three hexagons per pupil for session 11)



© Crown Copyright 2001

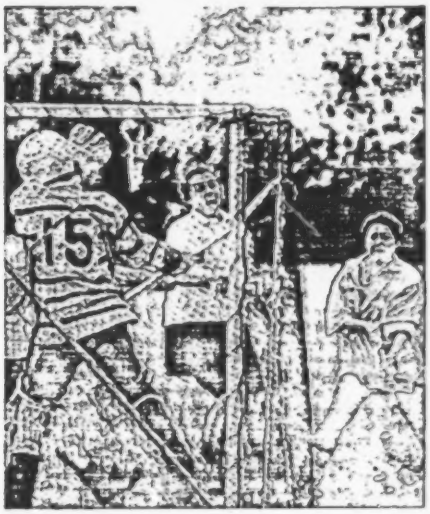


Team Sort boards Colour copy on A3 and slice. They could be laminated

© Crown Copyright 2001

© Crown Copyright 2001

© Crown Copyright 2001



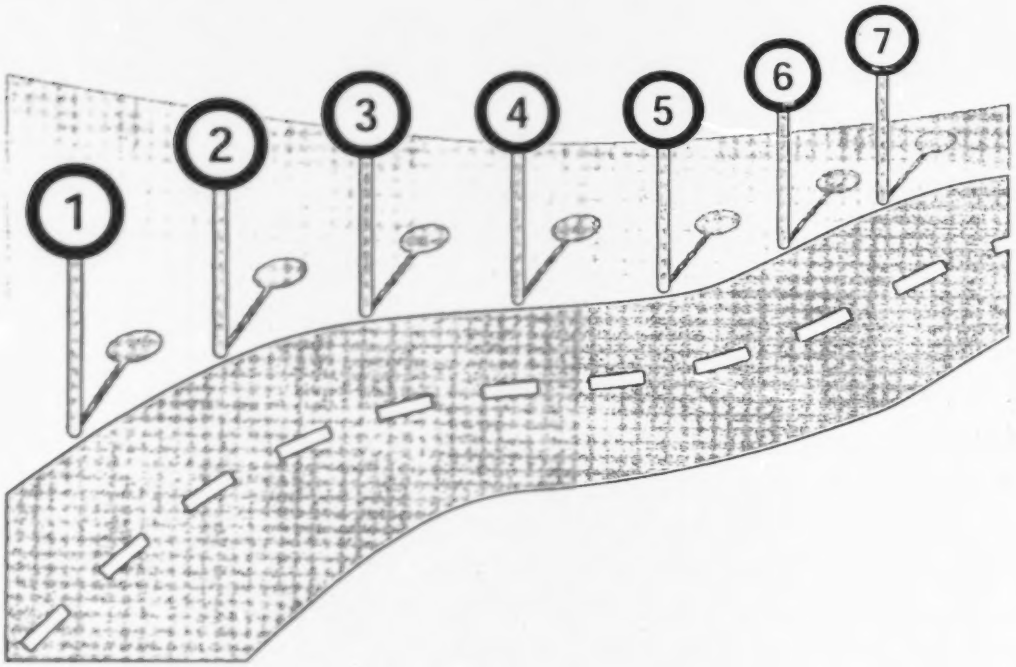
© Crown Copyright 2001

Session	T-shirt labels							
2	ck	ff	ll	ng	th	ss	ch	sh
3	a-e	ay	ai					
4	ea	ee	ie	e-e	i-e	y		
5	ie	igh	i-e	i	y			
6	o	oa	o-e	ow				
7	ew	ue	oo	u	u-e			
14	a	ar	al					
15	er	or	ar	ure	re	other		
15	er	ear	ir	ur	other			
16	a	aw	au	ore	ough	al	or	other

T-shirt labels Cut into labels and Blu-tack on Team Sort boards. They are used in several sessions.

© Crown Copyright 2001

Route to Spelling thinking frame
Follow these signposts to find your way to spelling a word correctly.



1. Say the word
2. Do I know how to spell it already?
3. Which part(s) of the word can I spell already?
4. What is the phoneme?
5. What do I know about the phoneme?
6. What is my best guess?
7. Does it look right?

© Crown Copyright 2001

© Crown Copyright 2001

Optional assessment material

Instructions

- Read each of the following words out loud to pupils twice and ask them to write them on the test answer sheet. Add in any words that you feel are appropriate for this group of pupils.
- In order to mix phoneme representations in the longer sections, read across the table from left to right and then back again from right to left.
- When marking, ensure that only the phonemes and conventions being tested are marked for accuracy – ignore spelling mistakes related to other parts of the word.

In session 1 we were focusing on reading and spelling three- and four-phoneme words with consonant digraphs and clusters.						
1. thump	2. west	3. boss	4. trick	5. clamp	6. thin	
In sessions 3–8 we were looking at the long vowels /ae/, /ee/, /ie/, /oe/, /ue/ and the different ways those phonemes are represented. We looked at a range of spellings and drew conclusions.						
1. plate	2. weed	3. slight	4. stroke	5. tune		
6. stain	7. chief	8. wise	9. foam	10. groom		
11. sway	12. receive	13. pie	14. tomorrow	15. true		
16. eight	17. reach	18. fry	19. flow	20. stew		
21. teeth	22. tried	23. go	24. uniform	25. teach		
26. universe						
*In sessions 9–11 we looked at how the endings of words change when you add a suffix. Some words doubled their consonant, some words dropped an **e** and some words didn't change at all.*						
1. coping	2. shaking	3. graceful	4. humming	5. stunning	6. thinking	7. stopped
8. tried						
In sessions 12–15 we looked at other vowel phonemes and we noticed that these were less easy to draw coriclusions about…						
1. coin	2. shout	3. partner	4. burn			
5. spoil	6. clown	7. future	8. thirsty			
9. September	10. cloud	11 smaller	12. thirty			
13. employ	14. learn	15. brother	16. character			
In session 16 we looked at the /au/or/ phoneme and noticed that it was hard to draw conclusions. We found our favourite strategies for learning tricky words – let's see how many we can remember now.						
(insert useful words from the word list)						
1.	2.	3.	4.	5.	6.	7.

Teacher's marking grid

© Crown Copyright 2001

Date	Name	Class

1.	2.	3.	4.	5.
6.				

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
26.				

1.	2.	3.	4.	5.
6.	7.	8.		

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.				

1.	2.	3.	4.	5.
6.	7.			

Pupil assessment sheet
one copy per pupil

© Crown Copyright 2001

Pupil error record sheet One copy only

		Session reference												
		1–2	3–8					9–11		12	13	14	15	15	16
Name	Class	Identification of medial vowel phoneme	/ae/	/ee/	/ie/	/oe/	/ue/	Consonant doubling	Dropping split digraph	/oi/	/ow/	/ar/	/er/ final position	/er/ medial position	/au/or/

© Crown Copyright 2001

Pupil error record sheet exemplar teacher's notes

© Crown Copyright 2001

		Session reference													
		1–2	3–8					9–11		12	13	14	15	15	16
Name	Class	Identification of medial vowel phoneme	/ae/	/ee/	/ie/	/oe/	/ue/	Consonant doubling	Dropping split digraph	/oi/	/ow/	/ar/	/er/ final position	/er/ medial position	/au/or/
Jasmin	7c							///	//						/

Tally each pupil's errors in each text area in this way: the above record shows that Jasmin needs further consolidation in the areas covered by sessions 10–12. This information can inform further work at individual or whole-group level.

Phonics– weekly overview

Objectives	Key Terms	Key activities/follow up suggestions
Week 1 sessions 1-3		**During the week the pupils will**
• To be able to Identify the 3 phonemes in CVC words, and write and read CVC words • To be able to spell a range of words with clusters, digraphs and trigraphs • To be able to hear the long /ae/ phoneme and know its most common spellings	**Strategy:** a useful way to approach a problem **Convention:** a general rule which may have some exceptions **CVC words:** (consonant –vowel– consonant) e.g. *cat* **Phoneme:** smallest unit of sound in a word **Vowel:** *a, e, i, o, u* **Short vowel:** *e.g. the /a/ in tap* **Consonant**: *Letter that is not a vowel .g. n, b, t* **Digraph**: Two letters which represent one sound *sh, ck, ch, ng* **Consonant digraph**: two consonants making one phoneme **Consonant cluster:** -two or more consonants which each represent a separate phoneme e.g.– br cl, nd, nk, st **Trigraph**: 3 letters which represent 1 sound *'tch'* **Split vowel digraph**: two vowels which make one vowel phoneme but are split by a consonant eg *make*	• Identify the phonemes in CVC words • Spell a range of words with clusters, digraphs and trigraphs – sort words into like groups • Be taught the difference between the short /a/ phoneme and the long /ae/ phoneme *tap/tape* • Identify the representations of the long /ae/ phoneme – a-e, ai, ay i.e. - the most common spelling of the /ae/ phoneme is a-e - ai usually appears in the middle of the word - ay usually appears at the end of the word **Follow-up activity**: ** Draw attention to long/short/a in key word spellings*

Week 2 sessions 4-6		During the week the pupils will
• To be able to identify the /ee/ phoneme and know its most common spellings • To be able to identify the /ie/ phoneme and know its most common spellings • To be able to identify the /oe/ phoneme and know its most common spellings	**Phoneme:** smallest unit of sound in a word **Split vowel digraph**: two vowels which make one vowel phoneme but are split by a consonant eg *make*	• Investigate different ways the /ee/ phoneme is usually represented - at the end of the word by y - in the middle of the word by ee, or ea another - the /ee/ phoneme is ie as in chief – a useful convention to remember is I before e except after c when it makes the /ee/ sound eg receive • Investigate ways the /ie/ phoneme is represented - in the middle of a word ie – hide. Also spelled igh – night, ie – tries, i-mind. - at the end of the word y – cry. Also spelled igh – high, ie – pie • Investigate different ways the /oe/ phoneme is usually represented - in the middle of the word o-e (coke, vote), - also spelled o or oa. - at the end of the word ow - also spelled ough - At the beginning of the word o or oa **Follow-up activity:** ** Discuss these conventions in relation to key words or the pupils' own spelling errors.*

Week 3 sessions 7-9		During the week the pupils will
• To be able to identify the /ue/ phoneme and know its most common spellings • To recall the most common spellings of the long vowel phonemes /ai/, /ee/, /ie/, /oe/, /ue/ • To select the correct or 'best guess' spelling of these long vowel phonemes • To be able to identify when consonants double if the suffix – ing is added	**Phoneme**: smallest unit of sound in a word **Split vowel digraph**: two vowels which make one vowel phoneme but are split by a consonant eg *make* **Long vowel**: eg /ue/ as in *blue, flute* or *moon*. **Suffix**: a morpheme (smallest unit of meaning) added to the end of a word to form a new word	• Investigate different ways the /ue/ phoneme can be represented e.g. • at the end of the word ew eg knew, new or ue eg blue, true • in the middle of the word u-e eg tune or rude • in the middle of a word oo eg school, fool • at the beginning of a word u eg uniform • Be taught strategies - **say** the word - **hear** and identify the long vowel phoneme - **draw** on existing knowledge of range of possible spellings, similar known words and spelling conventions for this phoneme - **see** if it looks right - **write** the word - **check**: does it look right? • Be taught conventions for doubling consonants: - A word doubles its consonant when adding an ending if it has a short vowel and ends in one consonant like tap – tapping, hop – hopping - A word does not double a consonant if it has a long vowel like leap- leaping, feel – feeling or if it ends in more than one consonant already like pump **Follow-up activity**: **Support the pupils with articulating the strategies the have learned for spelling long vowel phonemes:*

Week 4: sessions 10-12		During the week the pupils will
▪ To understand why some words drop –e when their ending is changed ▪ To be able to add suffixes to words, doubling consonants and dropping –e where appropriate ▪ To be able to hear and identify the /oi/ phoneme ▪ To be able to read words containing the /oi/ phoneme	**Split vowel digraph**: two vowels which make one vowel phoneme but are split by a consonant eg *make* **Suffix**: a morpheme (smallest unit of meaning) added to the end of a word to form a new word **Vowel suffix**: a suffix beginning with a vowel **Verb**: a word that expresses an action, a happening, a process or a state **Irregular verb**: a verb that changes its base word in the past tense, eg *run/ ran* **Phoneme**: smallest unit of sound in a word	▪ Learn how to drop the e of a split vowel digraph when adding a vowel suffix e.g. tape – taping ▪ The conventions for adding ING - Short vowels: double the consonant when adding suffixes if the word has only one consonant - Long vowels: don't double to consonant - Split vowel digraphs: drop the 'e' when adding a vowel suffix, e.g. 'ed' 'ing' ▪ The conventions for spelling /oi/ - Spelled oi at the beginning or in the middle of a word - Spelled oy at the end of a word **Follow-up activity:** ** Draw attention to such patterns in key words or pupils own errors.*
Week 5 sessions: 13-15		**During the week the pupils will**
▪ To be able to hear and identify the /ow/ phoneme ▪ To be able to read words containing the /ow/ phoneme ▪ To be able to read and spell words that contain the /ar/ phoneme ▪ To know the most common spellings for the /er/ phoneme ▪ To be able to identify possible difficulties and find strategies for remembering them	**Phoneme**: smallest unit of sound in a word **Initial position**: at the start of the word **Medial position**: in the middle of the word **Final position**: at the end of the word **Rhyme**: words or parts of words that sound similar **Mnemonics**: a memory aid that supports the learning of spellings	▪ Learn about /ow/ phoneme - Can be spelled ow and ou - Ow at the end of words and when followed by n - Most other words ou ▪ Learn about the /ar/ phoneme - The three usual ways to spell /ar/ are: ar, al, a, as in cart, calm, fast. – exception: heart ▪ Learn about the /er/ phoneme - When the /er/ phoneme is in the middle of a word it is most commonly spelled in three ways - ir as in thirty - ur as in churn - er as in alert ▪ Learn that at the beginning of a word the /er/ phoneme is most commonly represented by: - ear as in earn **Follow-up activity:** ** Draw attention to these patterns in key words or pupils own errors.*

Week 6 sessions 16-18		During the week the pupils
• To recognise many of the ways in which the /au/or/ phoneme can be represented in words • To devise ways for learning useful words • To recall the full range of knowledge and strategies covered in the unit • To apply what they have learned during the unit in the context of a text • To be able to make strong choices when spelling unknown words, based on what they have learned about conventions and strategies • To be able to deal with difficult spellings	**Phoneme**: smallest unit of sound in a word **Mnemonics**: a memory aid that supports the learning of spellings Homophones: words that sound the same but have different spellings eg *hare/ hair*	• Learn about the /au/or/ phoneme. • When the /au/or/ phoneme is at the beginning of a word it is usually represented by - aw like awful - or like ordinary - au like August • At the end of a word /au/or/ phoneme is usually represented by: - aw like raw - or like for - our like four - ore like more **Follow-up activity:** *When dealing with difficult words:* • *Sound out e.g. aw-ful* • *Mnemonics, e.g. all woe – awful* • *Highlight the difficult parts of a word eg; authority* • *Draw graphics pictures to help identify key parts of words.*

PHONICS

The following pupils in 7 have worked on this Progress Unit and have been learning these skills. Please help them to **recall** and **transfer** these into their writing and spelling for your subject.

- **identifying sounds (phonemes)**

hearing and identifying sounds in CVC (consonant-vowel-consonant) words **e.g** ***s-e-t*** - read and write them

- **consonant clusters, digraphs and trigraphs**

spelling words with digraphs (2 letters representing 1 sound **e.g.** ***sh, ck***) trigraphs (3 letters representing 1 sound **e.g.** ***tch***) and clusters (2 or more consonants **e.g.** ***str, nd, tw)***

- **long vowel sounds (phonemes)**

identifying and spelling most common: long /ae/ phoneme i.e. *a-e, ai. ay;* /ee/ phoneme i.e. *ee, ea, e-e, y* ; long /ie/ phoneme i.e. *igh, i-e, ie, i;* /oe/phoneme i.e. *o. oa, ow, o-e* ; /ue/phoneme i.e. ue, u, u-e, ew, oo, ou selecting correct or 'best guess' spellings for all long vowel phonemes

- **doubling consonants**

identifying when consonants double if *ing* is added (i.e. when vowel is short)

- **adding suffixes to words ending in e**

identifying where to drop or double

- **other long sounds (phonemes)**

hearing, identifying, spelling and reading words in :**/oi/** phoneme i.e. *oy (at end of word) oi;* **/ow/** phoneme i.e. ou, ow; **/ar/**phoneme; recognising most common spellings, identifying strategies for remembering difficult cases for **/er/** phoneme **au/or/**phoneme i.e. *aw, au,* or, ore,

- **ways of remembering rules and conventions**

knowing about a range of strategies to help deal with difficult spellings and which to choose

PUPIL .....TEACHER .....

PHONICS	yes	some-times	not yet
identifying sounds (phonemes) hears and identifies sounds in CVC (consonant-vowel-consonant) words **e.g** ***set*** can read and write them			
uses consonant clusters, digraphs and trigraphs digraphs (2 letters representing 1 sound **e.g.** ***sh, ck***) trigraphs (3 letters representing 1 sound **e.g.** ***tch***) clusters (2 or more sounded consonants **e.g.** ***str, nd, tw)***			
long vowel sounds (phonemes) can identify most common spellings for: long /ae/ long /ee/ long /ie/ long /oe/ long/ue/ selects correct or 'best guess' spellings for all long vowel phonemes			
doubling consonants can identify when consonants double if *ing* is added (i.e. when vowel is short)			
adding suffixes to words ending in e identifies where to drop 'e'			
other long sounds (phonemes) can hear, identify, spell and read words with: **/oi/** phoneme **/ow/** phoneme /ar/phoneme; recognises most common spellings can identify strategies for remembering difficult cases for **/er/** phoneme au/or/phoneme			
ways of remembering knows about a range of strategies to help deal with difficult spellings and which to choose			

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[ ] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[X] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").